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ABSTRACT

Intended as a guide and resource for staff and volunteers in small public libraries in Alaska, this manual is divided into the following chapters: (1) "Establishing a Library," which covers the establishment by ordinance or by organization of a non-profit corporation, information on drafting bylaws, and the role and responsibilities of the library board or committee; (2) "The Library Building," which discusses planning, shared use facilities, grants, construction, furnishings, equipment, shelving, and sign systems; (3) "Administering the Library," which considers funding, state grants, purchasing and receiving, management tips, copyright, public relations/public information, and volunteers; (4) "The Library Collection," which presents information on selection, ordering, processing, and weeding of books, periodicals, and audio-visual media; (5) "Operating a Library," which describes the arrangement of the collection, classification and cataloging, the card catalog and shelflist, circulation, the Alaska Library Network Catalog and Alaska State Library Film/Video Catalog, and interlibrary loan; (6) "Selection Policies," which covers the mission statement and goals, responsibility for selection, criteria, procedures, policies on controversial materials, reconsideration, and weeding; (7) "Programming," which suggests resources and program ideas; and (8) "Procedures," which discusses the importance of procedures and the design of a manual, and provides examples. The appendixes include a number of sample documents corresponding to these topics. (MES)

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# A Manual For Small Libraries In Alaska

by Audrey Kolb

for the

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# Introduction

This manual is intended as a guide and a resource for staff and volunteers in small public libraries in Alaska. It was not written for those libraries where there is someone with a library degree managing the program. Some of the chapters may be useful to other types of libraries, for example, a small school library or a church library. This is an overview, an introduction, and a number of books exist on most of the topics included here.

Staff of small libraries face particular challenges in our state. Most small libraries are managed by local residents who have not had training in operating and managing a library. Communities are widely separated and travel to continuing education and training opportunities can be expensive. Classes and workshops are offered from time to time, but often a question needs to be answered soon, not two years from now. If the text doesn't help, the address section lists resources where help can be found.

The first edition of the Manual for Small Libraries was compiled by Mary Matthews and published in 1977. This edition was completely revised. A publication like this is never really completed; it is simply necessary to stop. Your comments and suggestions of ways to improve the manual will be appreciated, and the loose leaf format will allow single pages and chapters to be replaced.

This notebook is large enough to insert other publications with information on library services in Alaska. The Interlibrary Loan Manual and the Intellectual Freedom Manual, both distributed by the Alaska State Library, are examples of publications which can be inserted.

I wish to express my appreciation to Alaska librarians who shared examples of the policies and procedures used in their libraries. A few individuals and libraries are mentioned in the text, but some of the procedures had been in the files for several years and had no identification. My heartfelt thanks too to those who unintentionally contributed anonymously. The contributions of all of you will help someone eliminate the trauma of facing a blank sheet of paper wondering, "Where do I start?"

Audrey Kolb
Alaska State Library

# Chapter I

# Establishing A Library

I. Ordinance

II. Non-Profit Corporation

III. Bylaws

IV. Library Board of Trustees or Committee

V. Major Responsibilities of the Board

  A. Policy Making

  B. Planning

  C. Budgeting

  D. Personnel

# Establishing A Library

Many libraries are begun by an interested group of people who want a library in the community. Books are donated and people volunteer their time to keep the library open. As time passes, problems may develop. Volunteers can move away, lose interest or no longer have the time. Materials may be so old that people don't want to read them.

A good library requires more than good will. A good library requires money--money for heat and lights; for books, magazines and other materials; for equipment, furnishings and for salaries. To be eligible to receive public monies a library must be established as a legal entity.

In Alaska, two means exist to establish a public library. These are:

1. An incorporated city or borough can pass an ordinance to establish and maintain a public library or

2. A non-profit association can be organized for the purpose of operating a public library.

## I. ORDINANCE

Usually the best way to establish a public library is for the city or borough to assume responsibility for the library. The city is a permanent governmental entity which has legal authority to receive public monies. In addition, a city has an established bookkeeping system to maintain the necessary financial records. While ordinances vary in complexity and length from city to city, an ordinance should include:

1. Establishment of the library

2. Who appoints (hires) the librarian

3. General duties of the librarian

4. The library board, its establishment, the number of members, length of term, who appoints or elects, powers and duties of the board, procedure to fill board vacancies, compensation (if any) and grounds for dismissal.

5. Use of library, e.g. without payment of fees, subject to rules and regulations, penalties for non-return or damage of library materials and/or equipment.

Samples of ordinances (as well as assistance) are available from any of the three Alaska State Library offices in Anchorage, Fairbanks, or Juneau. Community and Regional Affairs, offices of Municipal Assistance will also assist in developing ordinances.

## II. NON-PROFIT CORPORATION

A library association can be organized for the purpose of operating a library. This includes the establishment, general supervision of library services, budgeting, policy making and accountability for any funds received and expended for the library. The organization must apply to the state and to the federal government for non-profit status.

Steps to obtaining Non-profit status and tax number:

1. Write articles of incorporation. The form which follows may be used as a model.

2. Send two signed and notarized copies of the articles of incorporation to: Department of Commerce & Economic Development, Division of Corporations, P.O. Box D, Juneau, AK, 99811

With: Filing fee of $35
Cover letter requesting non-profit status

3. Write or telephone for forms from IRS:

   a. Form 10-23

   b. SS-4 (for tax number)

   c. Address: IRS
   310 K Street
   Anchorage, AK 99501
   276-1040

4. Forward one copy of the letter of approval (when returned from Dept. of Commerce) and the above federal forms to : IRS, EP & EO Division, Box 21224, Seattle, WA 98111

The IRS will make the determination of non-profit status and respond to the request.

Forms and instructions from the Department of Commerce follow.

STATE OF ALASKA

**DEPARTMENT OF COMMERCE & ECONOMIC DEVELOPMENT**

*DIVISION OF BANKING, SECURITIES, SMALL LOANS & CORPORATIONS*

BILL SHEFFIELD, GOVERNOR

POUCH D
JUNEAU, ALASKA 99811
PHONE 465-2521

Dear Incorporator:

The enclosed form contains the requirements described in AS 10.20.151 of the Alaska Statutes.

Please note the forms are designed to meet the minimum requirement of the statute. The Corporations Section of the Division of Banking, Securities & Corporations is strictly a filing agency and, as such, does not have legal counsel and does not render legal advice.

IF YOU DESIRE ASSISTANCE OR ADVICE IN COMPLETING YOUR ARTICLES OF INCORPORATION, WE ADVISE THAT YOU SEEK PRIVATE LEGAL ASSISTANCE.

Because of our microfilming process, it is requested that the information be typewritten.

Very truly yours,

Willis F Kirkpatrick

Willis F. Kirkpatrick
Director

WFK/1t3/7

Enclosure

## INFORMATION AND INSTRUCTIONS

### Articles of Incorporation - Domestic Nonprofit Corporation

1. Submit two original copies of the Articles of Incorporation. Both copies must have original signatures and notary. One copy will be returned for your records.
2. Article I - The corporate name may not contain a word or phrase which indicates or implies that it is organized for a purpose other than one or more of the purposes contained in its articles of incorporation.
3. Article III - In general terms, state the specific purpose for which the corporation is organized.
4. Article IV - Provisions, not inconsistent with law, must be set out for the regulation of the internal affairs of the corporation, including provision for distribution of assets on dissolution or final liquidation.
5. Article V - A post office box is not permitted to be designated as the address of the registered office in part 1 of Article V. The mailing address in part 2 of Article V may differ from the address of the registered office only if a post office box address in the same city as the registered office is designated as the mailing address.
6. Article VI - The number of directors of a corporation shall be at least three. The number of directors shall be fixed by the bylaws, except that the number constituting the initial board of directors shall be fixed by the articles of incorporation. Directors need not be residents of the State or members of the corporation unless the articles of incorporation or the bylaws so require. The articles of incorporation or the bylaws may prescribe other qualifications for directors.

   The names and addresses of the members of the first board of directors must be stated in the articles of incorporation. Each member holds office until the first annual election of directors or for the period specified in the articles of incorporation. If no term of office is specified, a director's terms is one year.
7. Article VII - Three or more natural persons at least 19 years of age may act as incorporators.

THE FILING FEE FOR NONPROFIT ARTICLES OF INCORPORATION IS $35.00.

All documents are reviewed and, if found in accordance with Alaska Statutes, the filing date will be the date received in this office. Please allow at least two weeks for processing.

Contact the U.S. Internal Revenue Service for regulations to establish nonprofit status under Federal Law.

BYLAWS ARE NOT REQUIRED TO BE FILED IN THIS OFFICE.

MAIL DOCUMENTS AND FILING FEE TO:

Alaska Department of Commerce and Economic Development
Corporations Section
Pouch D
Juneau, Alaska 99811-0800

11

(Please do not write in spaces below - for Department use)

| | |
|---|---|
| FILING DATE: | Date Received<br>Receipt No.:<br>Amount:<br>Check No.: |
| Corporation Number | |

## ARTICLES OF INCORPORATION
(Domestic Nonprofit Corporation)

The undersigned natural person(s) of the age of nineteen years or more, acting as incorporator(s) of a corporation under the Alaska Nonprofit Corporation Act (AS 10.20), adopt the following Articles of Incorporation:

ARTICLE I (See part 2 of instructions)

The name of the corporation is:

ARTICLE II

The period of duration is:

ARTICLE III (see part 3 of instructions)

The purpose(s) for which this corporation is organized are:

ARTICLE IV (see part 4 of instructions)

The internal affairs of the corporation shall be regulated by:

ARTICLE V (see part 5 of instructions)

1. The address of the initial registered office is:

, Alaska

No. and Street City Zip Code

2. Mailing address of the initial registered office if different than above is:

, Alaska

P.O. Box City Zip Code

3. The name of the initial resident agent at the registered office is:

ARTICLE VI (see part 6 of instructions)

1. The number of directors constituting the initial board of directors of this corporation will be (There must be at least three initial directors.)

2. The name(s) and adress(es) of those person(s), each of whom shall serve as a director until the first annual meeting of shareholders or until his or her successor is elected and qualified, are as follows:

| | | |
|---|---|---|
| Name | Number and Street | City and State |
| Name | Number and Street | City and State |
| Name | Number and Street | City and State |
| Name | Number and Street | City and State |

ARTICLE VII (see part 7 of instructions)

The name and address of each incorporator is: (There must be at least three incorporators.)

| Name | Residence or Business Address |
|---|---|
| | |
| | |
| | |

(Use space below for continuation of previous Articles and/or for additional Articles.)

Please indicate which article you are responding to and/or insert any desired additional provisions authorized by the act by adding additional articles here.

I (We), the incorporator(s) sign my (our) name(s) this ________ day of ____________________, 19 ____.

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

Subscribed and sworn to before me this __________ day of ____________________, 19 ____.

______________________________
Notary Public

My commission expires: ____________________

IMPORTANT --

Non-profit associations must file both federal and state reports of income and expenditures.

a. **Federal income tax.** File for the first tax year of operation ending Dec. 31. As long as gross receipts of the corporation are $25,000 or less annually, further federal tax reports should not be necessary. If gross receipts total $25,000 or more annually, a yearly tax report is required.

b. **State reports.** A biennial report must be filed with the Department of Commerce and Economic Development. Failure to submit a report results in the dissolution of the association and the loss of eligibility to receive grant funds.

   The biennial report is to include information through the fiscal year ending June 30. The report is due July 2 in the Department of Commerce and is delinquent August 1.

   Associations incorporating in even numbered years report in even numbered years. Those incorporating in odd numbered years report in odd numbered years.

   The following information is to be included in the report.

AS 10.20.625 (from the Alaska Statutes)

**Sec. 10.20.625. Contents of biennial report.** The biennial report shall set out

(1) the name of the corporation and the state or country where it is incorporated;

(2) the address of the registered office of the corporation in the state, and the name of its registered agent in the state at that address, and, in the case of a foreign corporation, the address of its principal office in the state or country where it is incorporated;

(3) a brief statement of the character of the business in which the corporation is engaged in the state;

(4) the names and addresses of the directors and officers of the corporation;

(5) the real and personal property assets of the corporation. (§ 1 ch 99 SLA 1968; am § 9 ch 145 SLA 1975; am § 47 ch 170 SLA 1976; am § 61 ch 123 SLA 1980)

## III. BYLAWS

Bylaws are necessary whether governance is by a library board or committee, or by a non-profit association (corporation).

They contain the basic rules of the organization and are considered so important to the functioning of the organization that they cannot be changed without previous notice to the members.

The following is a typical list of articles found in the bylaws of an unincorporated society:

1. Name of the organization
2. Its purpose
3. Members
4. Officers
5. Meetings
6. Executive Board (if needed)
7. Committees
8. Parliamentary authority (which manual of parliamentary procedure is to be followed)
9. Amendment (procedure to make changes in the bylaws)

In an incorporated society (non-profit association), its name and its object are set out in the corporate charter and need not be restated. However, if the bylaws are ever to be duplicated when not part of the charter, the name and purpose of the organization provide clarity to the document.

The following books provide more detailed information on drafting Bylaws:

Demeter's manual of parliamentary law and procedure

Robert's rules of order

Sturgis standard code of parliamentary procedure

## IV. LIBRARY BOARD OF TRUSTEES OR COMMITTEE

A public library belongs to the entire community. The purpose of establishing a library board is to assure citizen control and representation of the diverse groups and viewpoints of the entire community. As public officials, the board is responsible for interpreting community needs into library policies and programs, for representing the library to the community and for protecting the library for the community. Trustees may be elected or appointed. Municipalities generally appoint a board, while an association elects it.

In small villages the city council may function as the library board. It is advisable in this instance to have one council member designated as the library liaison, the person responsible for communication between the city government and the librarian.

If there is a City Manager or City Administrator, the librarian usually reports to that individual, as do other city department heads. The library board still maintains its responsibility for representing the community's interests in the programs and operations of the library.

Effective trustees are those who:

1. Are interested in the library and the community;

2. Are willing to devote time and effort to being a trustee;

3. Recognize the role of the library as a center of information, culture, recreation and continuing education;

4. Are acquainted with the social structure in the community and its social and economic conditions;

5. Are able to work well with others.

An effective board is generally small in size, five to seven members. This is large enough for diversity of view points to be represented, yet small enough for good decision making. Having an odd number of board members reduces the frequencies of a tie when voting.

## V. MAJOR RESPONSIBILITIES OF THE BOARD

### A. Policy Making

Policies are determined by the library board or library committee. Policies are the overall guidelines under which the library operates, its philosophy of service and its broad goals. The library staff has the responsibility of implementing the policies.

Policies should reflect the needs of each individual community, therefore they will differ from community to community. Obviously a policy on use of a meeting room or 16mm projector is not needed unless the library has them. However, some policies are needed by every library.

Examples of these are:

1. General library objectives
2. Services of the library
3. Selection of books and other materials
4. Intellectual Freedom and freedom to read
5. Cooperation with other libraries and participation in library networks
6. Acceptance of gifts and memorials
7. Personnel

The policy manual of Petersburg Public Library is reprinted in the Appendix for Chapter 1. A few examples of special policies (e.g. microcomputer, xerox copying) from other libraries are also included.

Good communication is essential between the board and the librarian in order to promote good management and the growth and development of the library. At times, the policy-making role of the board and the implementation responsibilities of the librarian appear to overlap. In small Alaska communities this is of particular concern because individual board members may also be library volunteers.

The Trustees Division of the American Library Association has attempted to clarify the powers and obligations of the board and the duties and responsibilities of the librarian. The list is of assistance in knowing which hat to wear when--that of a board member, a library user, or a member of the library staff. See the following page.

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## Duties and Responsibilities

What does a library trustee do?

Duties and responsibilities of the library trustee are manifold and at first glance may seem to overlap those of the librarian. The library board, however, was created by law to act as citizen control or governing body of the library, while the librarian's training and experience are pointed toward the administration of the library.

If this difference of function is not clearly defined and understood, efficient library operation is handicapped. Confusion may be avoided by the following clarification of the typically separate powers and obligations of the library board and the librarian:

---

### *Of the Library Board*

1. To employ a competent and qualified librarian
2. To determine the purpose of the library and to adopt written policies to govern the operation and program of the library
3. To determine the program and needs of the library in relation to the community and to keep abreast of standards and library trends
4. To secure adequate funds to carry on the library program
5. To establish, support, and participate in a planned public relations program
6. To assist in the preparation of the annual budget and approve the final document
7. To know local and state laws and to actively support library legislation in the state and nation
8. To establish among the library policies those dealing with book and materials selection
9. To attend all board meetings and see that accurate records are kept on file at the library
10. To attend regional, state, and national trustee meetings and workshops, and to affiliate with appropriate professional organizations
11. To be aware of the services of the state library
12. To report regularly to the governing officials and the general public.

### *Of the Librarian*

1. To act as technical advisor to the board and to recommend employment of all personnel and supervise their work
2. To carry out the policies of the library as adopted by the board and to recommend needed policies for board action
3. To suggest and carry out plans for extending services of the library
4. To prepare regular reports detailing current progress and future needs of the library
5. To maintain an active program of public relations
6. To prepare an annual budget for the library in consultation with the board and to give a current report of actual expenditures against the budget at each meeting
7. To know local and state laws and to actively support library legislation in the state and nation
8. To select and order all books and other library materials according to board policy
9. To attend all board meetings and to serve as secretary of the board if required
10. To affiliate with state and national professional organizations and to attend professional meetings and workshops
11. To make use of the services and consultants of the state library
12. To report regularly to the library board, to the officials of local government, and to the general public.

## B. PLANNING

Essential to the development of the library is planning. Planning prepares for the future and includes decisions about the purpose of the library and what it should be doing next year, in 3 years, in 5 or 6 years.

Planning is a multi-step process, and the results determine priorities for the budget, the services and programs of the library.

**Mission Statement** - Determining the mission of the library within the community is a first step, if it hasn't been done. The mission states the purpose or purposes for which the library exists.

**Examples:**

*"The _____ Library is to serve the informational, cultural, educational and recreational needs of community residents regardless of age or educational background."*

*"The _____ Library provides opportunities for independent education, recreation, acquiring information and conducting research through its materials and services. The library provides these services to residents without charge and assists them to make effective use of library resources according to group and individual need."*

**Goals** - Goals chart the future for library services programs. They are broad in scope, and may be continuing, never fully achieved. A library may have several goals.

**Examples:**

*"To provide all residents of the community access to library materials and services."*

*"To become a center for native cultural awareness and cultural preservation for the community."*

**Objectives** - Specificity is imposed in the objectives. The outcome must be measurable and a time frame may be given, or implied as the next fiscal year. Goals may have several objectives, each specifying a means toward accomplishing the goal. An easy-to-remember formula for writing objectives is SMAC:

S = Specific (Is it distinctive, explicit, precise?)

M = Measurable (Can it be seen, counted, proved that it was done?)

A = Achievable (Is it realistic? Can it be accomplished?)

C = Compatible (Does it help toward attaining the goal?)

An example of a mission statement with some goals and objectives follow. A library can have more goals and/or more objectives depending on what it wants to accomplish.

*MISSION - The library is to serve the information, cultural, educational, and recreational needs of community residents regardless of age or educational background.*

*GOAL - To improve and expand services to children*

*OBJECTIVES - To add at least 100 recommended picture books to the collection within 6 months.*

*To hold a pre-school story hour once each week from September through May.*

*To sponsor a reading program for children in grades 1 through 6 during the summer and Christmas school vacations.*

*To select and purchase at least 50 recommended juvenile fiction titles by the end of the year.*

*To sponsor a monthly film program for children.*

*GOAL - To provide adults with books and other materials in all areas of knowledge.*

*OBJECTIVES - To borrow books and other print material on Interlibrary Loan when the library cannot supply the desired item(s).*

*To evaluate the reference collection against recommended lists of publications and to order titles which will enhance the usefulness of the collection.*

Good planning includes a review of existing services and of needs for the future. Next, priorities are established, alternatives examined and an action plan established with the budget.

The systematic setting of goals and objectives and the monitoring of progress toward their achievement are characteristics of an effective board.

## C. Budgeting

The operating budget is the financial plan for the provision of library services. Its development and presentation to the local governing body are major responsibilities of the librarian and the board.

A budget is a:

- * Communication device between the board, the administration and the operations level;
- * Negotiated agreement between the governing body and the library to provide certain services at an agreed upon price;
- * Prioritization of the goals, objectives and activities expressed in quantitative terms;
- * Control and monitoring device measuring progress toward objectives in quantitative terms;
- * Management device assigning responsibility for specific operations.

The budget of a publicly supported institution is public information and should be readily available to any interested citizen.

The board is responsible, not to save money, but to ensure that allocated funds are spent in productive effort to accomplish the library objectives.

**Planning.** The determination of the goals, objectives and activities for library service and development are essential in the budgeting process. Long-range goals and objectives indicate the library development the board and the librarian would like to accomplish in three or five, or more years. Prioritizing the objectives determines the services and activities for next fiscal year. The cost of providing those services and activities becomes the budget request.

**Developing the budget**. Budget guidelines establish the budget category to which each expenditure is assigned. The purpose is consistency. Cities and boroughs have budget definitions to which all departments must conform, while a library association may need to establish its own budget guidelines. The example on the next page can be expanded to fit local needs. For example, a library may want to keep separate budget figures for the purchase of phonograph records, filmstrips and kits of children's stories. Yet the total cost of all three items would be recorded on the annual report form as Audiovisual materials.

## BUDGET GUIDELINES

PERSONNEL:

Salaries and wages - full and part-time staff.

Benefits - medical, dental and retirement programs paid by the employer; usually computed as a percentage of gross salary.

TRAVEL: Transportation and per diem (or actual costs) to attend conferences, meetings and continuing education/training experiences relevant to job responsibilities; includes reimbursement for travel related expenses of consultants, program presenters, etc.

COMMUNICATIONS:

Postage, telephone - mailing, phone rental and long distance charges, computer charges, etc.

Printing - expenditures for printing of information brochures, advertisement, flyers, but not blank paper for xerox, etc. (see supplies)

Utilities/Heat - electricity, water, heat (oil, coal, steam, etc.)

COLLECTION:

Books - cost of the books, shipping costs and preprocessing fees.

Periodicals - subscriptions to magazines and newspapers and other publications on standing orders.

Audiovisual - films, slides, pre-recorded audio and video tapes, phono-recordings, pictures, maps, charts, microforms, games, computer software, media kits, etc.

SUPPLIES: Consumable items such as office supplies, processing and mailing supplies, blank audio and videotapes and cleaning supplies.

FURNITURE AND EQUIPMENT: Machines, shelving, desks, chairs, filing cabinets, etc., except when part of new construction or a major remodeling; items with a lifespan of several years, including the leasing of those items.

OTHER: Equipment repair, maintenance agreements and any other expenditures not included above.

CAPITAL:

Construction/Remodeling - Labor, materials, architectural fees, land, etc., associated with the building, remodeling or major repair of the facility.

Initial Equipment/Furnishings - Machines and furnishings costing over $300, purchased as part of constructing, furnishing and equipping a new facility or in a major remodeling project.

Fixed costs are those with limited adjustability, like salaries and utilities (electricity, heat, water). Boards usually try not to reduce salaries and hourly wages when the budget is cut or shifts in expenditures must be made. The number of hours worked may be reduced, thus reducing expenditures for personnel; another alternative is to reduce the number of hours or days the library is open. Severe budget cuts can result in termination of employee(s). If the library is open fewer hours, it may result in lower utility costs.

Communications are the costs of postage, phone rental and long distance telephone calls. The library has limited control since it does not establish those fees. The number of mailings and long distance calls can be reduced, but savings are likely to be minimal.

The Board has more decision making control on the remaining budget items. Here is where the priorities established by the objectives are useful. As an example, suppose the newly hired library aide has had no previous library training or work experience. A goal: "To improve service to all library users," could be implemented by an objective: "To obtain training for the library aide in managing the library," OR "To fund training for the library aide in interlibrary loan and reference skills."

The Board would then budget for travel to obtain the training as one of its priorities OR investigate the feasibility of an alternative solution such as correspondence study or distance learning through telecommunications such as the Alaska Teleconferencing Network.

Materials - Availability of books, magazines and other materials is one of the main reasons for the existence of the library. The previous legislation for public library grants allowed $1,000 to be used only for the purchase of materials. Libraries should budget at least $1,000 for materials, as a minimum, for that is an intent of the law, documented by the former legislation. However, more money should be allocated to materials, if possible.

Supplies - A checklist and inventory of library and office supplies provides records for future ordering and becomes part of the documentation of the budget request. Forms can be developed to meet local needs. See sample in the chapter "Administering the Library". Inventory of supplies should be done at a regular time each year prior to the development of the budget.

A capital budget is prepared only when there is special funding for new construction, remodeling or major repairs.

**The Political Process**- A city's library budget will be reviewed with the City Manager or Administrator, City Clerk and the Mayor, with final approval by the city council or the assembly (The titles of the offices may differ from city to city). Board members should attend the Council or assembly meeting at which the allocation for the library is determined. It is appropriate for a board member to speak in support of the budget for appointment to the board is to assure citizen control of this public resource. The librarian also presents plans and rationale for the budget, but an employee's presentation is often interpreted as self-seeking. The board member, in contrast, represents the community and is an informed citizen on library matters.

In a non-profit association the responsibility for developing and implementing the budget usually is delegated to the executive board.

**Justifying the budget.** The budget needs to be presented from the standpoint of benefits to the user. Including both human interest and factual data tends to establish credibility and to link services with results. Factual data can come from the statistics the library keeps: circulation, number of people using the library, number and types of programs and attendance, equipment use, number of interlibrary loans, etc. Other factual data is published nationally, like the average cost of books and magazine subscriptions. Converting numbers to graph form can make effective and dramatic visual presentations.

Production unit statistics or workload statistics are useful to the library but can be difficult to interpret by someone who doesn't have an intimate understanding of the procedures and time involved. Effectiveness of these statistics increases if the figures cover a span of years, or compare with other libraries in a community of similar size. Examples of production units and workload statistics are cost/item processed, cost/circulation, circulation/staff member, reference questions/hour, etc.

**Revising the budget.** If the amount of funds allocated to the library is less or more than the budget request, the board and librarian must revise the budget. After revision, it is the librarian's responsibility to implement the budget.

A note of caution: If the library receives a state Library Assistance Grant, state funds cannot be used to replace local funds. A drop in local financial support could result in the loss of eligibility to receive grant funds for a period of two years.

**Control.** Written budget reports should be presented to the board at every meeting. The board maintains its control by evaluating the service against the budget expenditures. If several months elapse between board meetings, then the librarian and board members should be provided with interim budget reports on an agreed-upon schedule.

Monies should be spent throughout the entire year in order to expend the budget within the fiscal year, to make an even work flow and to avoid hasty last minute purchasing near the end of the year.

**Conclusion.** Budgeting is a major responsibility of the board and the librarian. Money makes things happen. Past budgets influence future ones. However, if the Board and librarian do long-range planning for library development, provide adequate rationale and documentation of the budget request, demonstrate fiscal responsibility, and gain public support, then budget increases and improved services can result.

Trustees are important to the continuing financial support at the state and national levels too. They speak as knowledgeable citizens of library and information needs and of the effect or results of grant programs. Board members are invited to participate in the Alaska Library Association, which attempts to coordinate governmental activities for the benefit of all libraries.

### D. Personnel

Guidelines for employment of the library staff are determined by the board, or, in the case of a local government, by the city or borough and the board. A city or borough will have some personnel policies already adopted. Some additional policies may be needed which are applicable only to the library. Below is a minimal list of personnel policies, and additional ones may be added as needed:

- Compliance with the federal government's Equal Opportunity Act of 1972
- Definition of full and part-time employees (# of hours, benefits)
- Probationary period (length of time, interim evaluation, salary increase after successful completion)
- Holidays (which national and state holidays)
- Vacations (# of days, length of employment before eligible)
- Sick leave (# of days, when report from doctor is needed, whether it can be used for illness of immediate family)
- Personal leave and Leave without Pay (when it can be used, e.g. bereavement, pregnancy)
- Resignation (period of advance notice required, whether written resignation is required)
- Termination (grounds for, advance notice)
- Training and continuing education (paid leave, travel expenses, per diem, tuition)

One reason for personnel policies is fairness--so that all employees have the same rights.

## Job descriptions

Assignment of duties and responsibilities of library staff are necessary whether they are paid or volunteer (unpaid) staff. Job descriptions:

1) Assign responsibilities

2) Aid in determining an applicant's qualifications for a position

3) Provide a basis for evaluating employee performance.

Job descriptions are influenced by the size of the library and of the library staff. Someone working in a small library with only one or two staff members will have broad responsibilities. A person working in a larger library may have a narrower scope of responsibility, but the position may require more supervisory skills and a greater depth of knowledge about a particular library function.

Several types of information should be included in a job description:

1. Major duties and responsibilities

2. Personal qualifications (for example, dependability; friendliness, and the ability to meet the public)

3. Minimal qualifications of education and experience

Under duties and responsibilities, a phrase should be included, "and other such duties which may be assigned."

In an organized borough or city, a draft of a job description will be reviewed with the appropriate official. The amount of board involvement will vary dependent upon circumstances, such as whether there is a local government or whether a library association has responsibility for the library. At the very least, the board should assure that acceptable job description(s) are available and current.

The following job descriptions, slightly revised, are taken from:

Michigan Department of Education. State Library Services.
Manual of public library policies and procedures.
rev. edition, Lansing, MI, 1980.

Sample Job Description

## LIBRARIAN

I. Basic functions:

Recommends library policies, services, and facilities to the library board. Establishes library methods and procedures. Administers library program and services to meet community needs. Promotes library service to all potential users.

II. Specific functions:

1. Prepares annual budget to meet library requirements.
2. Prepares regular reports of library use and library finances.
3. Selects and procures books, magazines, newspapers, and other materials.
4. Selects and procures supplies and equipment.
5. Organizes collection for efficient use by cataloging, classifying, and processing.
6. Supervises circulation procedures and records.
7. Gives reference and readers' advisory service to adults and juveniles.
8. Keeps collection current and in good condition by regular weeding, replacement, and repair.
9. Cooperates with all community educational and recreational groups and organizations to assist in their projects and programs.
10. Supervises and trains assistants.
11. Assigns and schedules assistants; duties and responsibilities.
12. Plans and conducts reading and study programs for children.
13. Plans and conducts a library publicity program throughout the year using newspaper stories, bulletin boards, special displays, brochures, talks, library open houses, and other promotional techniques.
14. Coordinates program and activities of all departments of the library.
15. Supervises the physical plant of the library to ensure safety, efficiency, and usefulness of the building.
16. Coordinates and supervises participation in the Alaska Library Network.

III. Personal qualities:

1. A broad understanding of library services.
2. Knowledge of library organization, administration, finance, methods, and procedures.
3. Ability to train and supervise professional and non-professional personnel.
4. Ability to deal effectively with officials, co-workers, community leaders, and the library public with tact and courtesy.
5. Interest in Continuing Education and Staff Development for self and staff.

## IV. MINIMUM QUALIFICATIONS:

1. College degree plus library experience preferred. High school degree plus some college and office experience required.

(Note: The smaller the community, generally the lower the minimum qualifications. Preference can be given to applicants with more years of formal education).

Sample Job Description

## ASSISTANT LIBRARIAN

(Cataloger and Children's Librarian)

I. Basic functions:

Aids librarian in planning and conducting a library program to meet the community needs. Is responsible for the library program in the absence of the librarian.

II. Specific functions:

1. Orders library materials and keeps order records.
2. Receives, catalogs, classifies, and prepares new materials for use.
3. Supervises the card catalog files.
4. Prepares budget for library supplies.
5. Selects children's reading materials for purchase.
6. Keeps children's collection in good condition by weeding and by selecting materials for repair and binding.
7. Conducts children's story hour and special reading programs.
8. Orients children's groups in use of the library.
9. Gives juvenile reference and juvenile readers advisory service.
10. Coordinates public library services with schools and children's groups.

III. Personal qualities:

1. A broad understanding of library services.
2. Knowledge of library methods and procedures.
3. Ability to deal with co-workers and the public (adults and children) with tact and courtesy.
4. Understanding of child psychology.
5. Interest in Continuing Education and Staff Development for self.

IV. Minimum qualifications:

College graduate with library experience preferred. High school graduate with library technician training or office experience is required.

Sample Job Description

## LIBRARY ASSISTANT

I. Basic functions:

Assists in performing the basic clerical operations of the library

II. Specific functions:

1. Charges and discharges books and other materials.
2. Keeps circulation records.
3. Sends overdue notices.
4. Helps prepare displays.
5. Types catalog cards, reports, etc.
6. Registers borrowers.
7. Mends books.
8. Shelves books.
9. Files cards and records.
10. Assists patrons in locating materials and in using the library.
11. Reads shelves to keep materials in proper order.

III. Personal qualities:

1. Ability to work quickly and accurately.
2. Neat, clean, orderly, quiet.
3. Ability to deal with the public with tact and courtesy.
4. Ability to type accurately.
5. Ability to understand the library's policies and translate them into action.
6. Interest in staff development.

IV. Minimum qualifications:

High school graduate, some college preferred. 2 years office experience may be substituted for each year of college.

Sample Job Description

## LIBRARY PAGE

I. Basic functions:

Assists in performing basic clerical and labor operations of the library.

II. Specific responsibilities:

1. Shelves, books, magazines, and other materials.
2. Packs, unpacks, and shelves materials and supplies.
3. Reads shelves to keep materials in proper order.
4. Dusts and cleans shelves, books, and other materials.
5. Helps prepare displays.
6. Keeps library neat and in good order.

III. Personal qualities:

1. A friendly, helpful attitude toward people.
2. Willingness to learn and to follow directions.
3. Dependability and punctuality.
4. Neat, clean, orderly, and quiet.

IV. Special requirements:

1. Physical ability to carry, reach, bend, stand, stoop, and perform all duties above.
2. Ability to shelve accurately by alphabetical and numerical sequence.

V. Minimum qualifications:

1. Fourteen years of age.
2. A grade point average of a least a 2.5 or C+ average.

Further reading:

Geddes, Andres. *Fiscal responsibility and the small public library.* ALA Small Libraries Publications Series, no. 3. American Library Association, 1978.

*Manual of public library policies and procedures*, rev. ed. Michigan Department of Education, State Library Services, P.O. Box 30007, Lansing, MI 48909, 1980.

Pacific Northwest Library Association. Public Libraries Division. *Manual of library policies*. Pacific Northwest Library Association, 1979.

Public Library Association. Goals, Guidelines, and Standards Committee. *The Public library mission statement and its imperatives for service*. American Library Association, 1979.

*Public library policies--general and specific*. Edited by Ruth M. White and Eleanor A. Ferguson, rev. ed. (Public Library Reporter, no. 9) American Library Association, 1970.

Sinclair, Dorothy. *Administration of the small public library*, 2nd ed. American Library Association, 1979.

Young Virginia. *The Library trustee - a practical guidebook*. R. R. Bowker, 1980.

Young Virginia. *The trustee of a small public library*. ALA Small Libraries Publications Series, no. 1. American Library Association, 1978.

# The Library Building

The library building influences library services and the prestige of the library in the community. A functional and attractive library encourages use, while an unattractive, over-crowded, inefficient or dusty building discourages users.

Any library, whether in existence or a dream for the future, can benefit from objective evaluation. In this chapter only evaluation of the building and its arrangement will be considered. Evaluation of the collection is included in another chapter.

A few comments from: Myller, Rolf. The design of the small public library. R. R. Bowker, 1966.

"Flexibility is mandatory for adaptability to the unknown requirements of the future. Aside from wash rooms and mechanical space, everything should be potentially movable. p.37

"Avoid using too many windows...Large window space is lost wall space which can better be used for books and readers...but consider using windows for their psychological effect. p.40

"Use the largest possible structural spans which the budget will permit. The fewer the obstructions, the greater the flexibility and ease of control. p.36

Concepts of library arrangement must be applied with the proviso "as much as possible," but generally for public libraries try to:

1. Separate noisy areas from quiet ones.

2. Separate children's area from adult.

3. Place casual reading/lounge area in different location from study tables and chairs. The browsing, informal area can be a buffer zone between children's area and the quiet study area, as can a music listening area.

4. Locate functions needing assistance from the librarian near the librarian's desk and in the noisy area, for example, the card catalog, ALN Catalog, reference.

5. Place the card catalog and circulation desk so that they are easily accessible to books and readers.

6. Locate children's areas where they are visible and easily supervised from the staff area.

Books have been written on the planning and design of libraries. See the bibliography at the end of this chapter.

## ALASKA REQUIREMENTS

Local building codes provide accepted specifications for construction. In absence of a local code, the Uniform Building Code should be used.

Access by Physically Handicapped - The State of Alaska has adopted standards for public buildings comparable to federal law or regulation, including the "American Standards Specifications for making buildings and facilities accessible to and useable by physically handicapped", AS 35.10.015.

Art in Public Buildings - New facilities costing $250,000 or more are to apply 1% of the total funds for works of art. These may include, but are not limited to, sculpture, painting, murals or objects relating to Native art, AS 35.27.020.

Fire Exits - A minimum of two exits, other than elevators, are required where the number of occupants is at least 50 (Uniform Building Code, 1982 ed., International Conference of Building Officials, Table No. 33-A, p.570). In consideration of safety, two exits are recommended. The types of programs to be provided will influence this decision. For example, if it is anticipated that the library will offer film programs of general interest, where parents would bring children, then occupancy of over 50 people could be anticipated.

I. **Planning A New Library** - A new building should be planned for the present and the future. Deciding first on the size and then squeezing in services, furniture and functions is not planning. Planning includes location, goals and priorities, programs and services to be provided, interior arrangement, equipment and furnishings.

**Site** - Studies in Alaska and elsewhere have shown that libraries near essential community services and which are conspicuously visible, are used more frequently than those out of normal traffic patterns. Locations near the grocery store or post office, or on the street to reach them, are desirable.

**Arrangement** - Thought must be given to the interior layout of the library; the services, the furniture and equipment, the activities and programs to take place, storage and work space, and the work flow in operations.

Large open spaces offer the most flexibility in arranging interior space and allow more visual supervision. The needs of all age groups, preschool, juvenile, young adults and adults need to be considered.

Library services require space for reference books, magazines, tables for studying, comfortable chairs for casual reading, and floor seating for young children; unobstructed space to project motion picture films or filmstrips or to watch educational television programs; a microcomputer for educational and personal use. The card catalog and microfiche reader should be located near the circulation desk which should be fairly centrally placed for visual supervision. The circulation desk needs to be near the exit for convenient check-out of materials.

Thought needs to be given to activities to take place in the library. A meeting room with a door which can be closed is a useful community service. The room can also double as a teleconferencing room. College classes, staff meetings, legislative hearings and in-service training are being accomplished through teleconferencing.

Preservation of native culture is of concern throughout Alaska. A library is a good place to offer programs and to retain cultural materials, artifacts, videotapes, pictures and slides. Film programs require space for projection, a screen and unobstructed viewing space for the audience. Demonstrations and videotaping have similar requirements. Children's programs of storytelling or reading need space for children to sit on the floor and carpeting, floor cushions or other floor seating. Arts and crafts programs need tables and chairs. Careful planning will result in space and furnishings which can have multiple uses.

A workroom adds a great deal to the efficient utilization of the library. Many routine tasks require work space; sorting cards for filing, book mending, magazine repair, periodical check-in, processing new materials; receipt, wrapping and mailing of interlibrary loans. If there is no provision for a staff workroom these materials must be constantly picked up or moved during the hours the library is open to the public.

Whether there needs to be a separate office for the librarian and/or a staff room depends on the size of the community and the number of staff members. In a small community the workroom might also be the librarian's office.

Closed storage is needed for supplies. It is advisable to have locked storage cabinets for audiovisual equipment such as film and filmstrip projectors, cassette players, video equipment, etc. Janitorial supplies and equipment should have a separate storage closet.

At least one toilet room should be accessible by and usable to the physically handicapped. The entrance should be the same level as the floor and allow space to turn a wheelchair. Technical standards are available from the State Library offices.

**Size** - Formulas can be useful in estimating space needs, even before getting into the architectural design. The following figures are "rules of thumb", estimates or guidelines. The square footage includes space for furnishings and equipment, aisles and walkways necessary for users and staff and to provide library services. The table on the following page is from Myller's The Design of the Small Public Library and lists minimum square footage.

**Shared use** - Small communities find advantages in having two or more parttime services use the same building. Costs of utilities and building maintenance can be shared, and the number of hours per week that the building is in use increases. Services which supplement one another can work well, such as the library and adult education. Other examples are combinations with the city offices, post office, museum or school.

Remember that shared use will increase the number of staff and therefore the square footage requirements. Staff members of every different program must be considered in determining space requirements, for each program requires its office equipment, desks, filing cabinets and typewriters. Separate office space may be necessary also.

The State Library staff are resource people to help in assessing needs and alternatives of the present building, and they can help in planning new libraries or reviewing building plans.

FROM: Myller, Rolf
The design of the small
public library.
R. R. Bowker Company, 1966.

## INTERPOLATED & TABULATED FORMULAS

The figures give a general range of space requirements in round numbers

| | BOOKS | | | READERS | | STAFF | | MISCELLANEOUS ADDITIONAL SPACE | | TOTAL AREA | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | TABULATED FROM A.L.A. GUIDELINES (a.) @ 10 VOL./SQ. FT. | TABULATED FROM WHEELER'S RECOMMENDATION of 3-5 VOL./CAPITA* (b.) @ 10 VOL./SQ. FT. | TABULATED FROM WHEELER'S RECOMMENDATION of 3-5 VOL./CAPITA* (b.) @ 15 VOL./SQ. FT. | TABULATED FROM A.L.A. GUIDELINES (a.) @ 30 SQ. FT./SEAT | TAB. FROM WHEELER'S RECOMMENDATION OF 5-10 SEATS PER 1000 * (d.) 28† SQ. FT./SEAT | TABULATED FROM A.L.A. GUIDELINES (a.) 150 SQ. FT. PER STAFF MEMBER | N.Y.S.L.E. RECOMMENDATIONS @ ‡(c.) 100 to 150 SQ. FT. PER STAFF MEMBER | ESTIMATED ALLOWANCE (a.) | RULE-OF-THUMB: 15 TO 20% OF TOTAL AREA (FORMULA GRAPHS) MIN. MAX. | BY ADDITION MIN MAX | FORMULA GRAPHS MIN MAX |
| POPULATION | SQ. FT. | SQ. FT. | SQ. FT. | SQ. FT. | SQ. FT. | SQ. FT. | SQ. FT. | SQ. FT. | SQ. FT. | SQ. FT. (TO NEAREST 100) | |
| 2000 | 1000<br>(MINIMUM) | 1000 | 670 | 400<br>(MINIMUM) | 560 | 300<br>(MINIMUM) | 150<br>TO<br>225 | 300 | 255- 460 | 1700<br>2300 | 1700<br>2300 |
| 2500 | 1000<br>(MINIMUM) | 1200 | 750 | 500 | 560 | 300<br>(MINIMUM) | | 700 | 300- 520 | 1900<br>2800 | 2000<br>2600 |
| 5000 | 1500 | 2000 | 1300 | 700 | 840 | 500 | 250<br>TO<br>450 | 1000 | 525- 900 | 2900<br>4300 | 3500<br>4500 |
| 7500 | 2000 | 2750 | 1850 | 1000 | 1120 | 750* | | 1400* | 780-1260 | 4400<br>6000 | 5200<br>6300 |
| 10000 | 2500 | 3500 | 2350 | 1200 | 1400 | 1000 | 400<br>TO<br>1050 | 1800 | 1050-1680 | 4900<br>7800 | 7000<br>8400 |
| 15000 | 3000 | 4500 | 3000 | 1800 | 2100 | 1170* | | 2950* | 1575-2500 | 7600<br>10700 | 10500<br>12500 |

* Interpolated

SOURCES
(a.) Public Library Association (A.L.A.), *Interim Standards for Small Public Libraries*, 1962
(b.) A.L.A. *The Small Public Library*: No. 13 "The Small Library Building" by J. L. Wheeler
(c.) N.Y. State Library Extension Division
(d.) Wheeler, J. L., *The American Public Library Building*, 1941

†(d.) 28 sq. ft./seat is an average, obtained as follows:

| | | |
|---|---|---|
| Children | 50% @ 25 sq. ft./seat | 33% @ 25 sq. ft./seat |
| Adults | 50% @ 30 sq. ft./seat | 33% @ 30 sq. ft./seat |
| Young Adults | | 33% @ 30 sq. ft./seat |
| | 27.5 sq. ft./seat | 28.3 sq. ft./seat |

‡(c.) Recommendation:

| POPULATION TO: | PROF LIBRARIAN | COLLEGE GRAD. | CLERICAL | PAGE | TOTAL STAFF |
|---|---|---|---|---|---|
| 2,500 | | 1 | | ½ | 1½ |
| 5,000 | 1 | | 1 | ½-1 | 2½ to 3 |
| 10,000 | 1 | 1-2 | 1-2 | 1-2 | 4 to 7 |

FROM: Lushington, Nolan and Willis N. Mills, Jr.
Libraries designed for users. Gaylord
Professional Publications, 1979.

Networking of libraries.
Compact micro storage and retrieval and miniaturization.
Computerization.
Format changes, such as videodiscs.

Electrical requirements will almost certainly increase, so there should be a surplus capacity in the electrical service and empty conduits supplied from outside the building to all staff and public service centers in the building.

Mass use areas, such as program rooms and group meeting areas, need additional capacity beyond the planning period because of population changes.

Although based on outdated traditional library building standards, the following library improvement planning (LIP) information sheet provides basic useful information to provide a rough planning outline.

*LIBRARY IMPROVEMENT PLANNING ESTIMATES*

*PUBLIC FUNCTIONS*

*SEATS*

5 seats per 1,000 population (Wheeler)
30 square feet per seat, as an average
15 square feet per reader seated at a table
10 square feet per reader seated in chair away from table
20 square feet per child reader, 30" per reader at table
Seat height - 15½" - 18"
Seat depth - 15" - 17"

*TABLES*

Aisle space - 5'
Height - 30" adult; 25", 28" children
Round - 48" or 42" for children
Rectangular - 36" x 60" for 4 readers, 78" for 6

### BOOKSTACKS

Section rows of shelves between two supports 3'
Range - series of sections end to end, usually 18' or 6 sections.
Wall shelving is single-faced.
Free standing shelving is usually double-faced.
Steel shelving is 90", 72", 60" or 42" high.
Wood shelving is 84", 72", 60" or 42" high.
Shelf capacities are Double-faced 90" = 300 books per section Single-faced 42" = 75 books
Spacing: public - 6' center to center 3' aisle closed stack - 5' or less, center to center
Area book capacity varies from 10-15 books/sq ft
Linear capacity - 1' for 7-8 books.
If collection is expected to double in 20 years, leave 1/3 of each shelf for future expansion.
Ratios within the book collection:
  Reference - up to 10%
  Children - up to 25%
  Adult - 80% (nonfiction, 55%; fiction, 25%)
Withdrawals - 5% of the total collection each year, as needed.
Additions or replacements - 1/5 volume per capita.
Book collection - 3-5 volumes per capita (minimum).
35,000 population - 3¼ volumes per capita.

### CARD CATALOG

1 tray holds enough cards for 250 books,
5 trays holds enough cards for 1,250 books.

### MAGAZINES

10 titles per 1,000 population

### STAFF AREA

150 sq ft per staff member
1 staff member per 2,000 population (1/3 professional)

## II. COMBINED FACILITIES

**Community Library/Adult Learning Center** - Recently several new facilities sharing the public library and adult education programs have been built in small communities. It will require a few years of operation to determine the degree of success, but there appear to be advantages in this combination.

1) Both programs are likely to be parttime so convenient scheduling is easier to accomplish.

2) Each program contributes to the success of the other.

3) Power and control of the facility are more equally shared.

4) Adults feel welcome in the facility.

5) Availability of children's materials provides entertainment for preschool age children whose parent may be participating in an adult education course.

6) Media equipment is available for community use.

At least two rooms are needed for the public programs; one used for the library materials, reading and study area. The other smaller room can be used as a meeting room, classroom, teleconferencing room. Storage and office spaces, restrooms, etc., are in addition to the public space.

**Community/School Libraries** - A number of small communities have experimented with combined public and school libraries. In theory it appears to offer savings in materials, which need not be duplicated, and in utilities. In practice, in Alaska, the experience has shown few successes. Several combined public/school libraries, housed in schools, have discontinued their joint use of facilities. The State Library can provide a list of the combined public and school libraries which are continuing.

Several reasons contributed to the separations:

1) Site - Schools are intentionally removed from busy thoroughfares, while prominent and busy locations are most favorable to public library use.

2) Access - Daytime use of the library by adults conflicts with the instructional program during the school year.

3) The building may be closed during school vacations and for annual maintenance. The public library must be open at least 48 weeks of the year to be eligible for grants.

4) Balance of power - The public library program is vulnerable to the higher priority of the instructional program. The library

may be moved to a less accessible location or to a smaller room because of needed classroom space.

5) Size - School libraries often are not large enough for a good school library program and adding public library services compounds the inadequacy.

6) Inadequate funding - Neither library may have a budget adequate to provide a good program. The minor savings from fewer duplications in materials or for a portion of the utilities payments are not substantial enough to make positive changes.

A few successful combined community/school libraries do exist in Alaska and much of that success is due to the good will and commitment of the school superintendent. The major weakness and source of potential problems is that of power and control. Because there is no equality in ownership of the physical plant or the number of people who are critically affected (students, teachers)--success depends on personalities, rather than advantages in resources, services and programs. The success of the combined program is dependent on a shifting base of people moving in and out of the community.

Problems should never be considered insurmountable. What is necessary for a successful combined community/school library?

- Outside entrance
- Security for the remainder of the school
- Access at least 48 weeks of the year
- Access during evenings and Saturdays, as well as daytime hours
- Visible location
- Written agreements
- Mutual commitment of the governing bodies to a combined program
- Joint problem solving
- A single library board, representative of both agencies, responsible for the total library program

What problems need to be discussed, negotiated and written agreements and policies established?

- Who is in charge in the library?
- Who selects personnel?
- Who determines staffing, the number of, the hours?

- Selection of materials; for example that the school is responsible for selecting and ordering materials to support the school curriculum and for children in grades K-12. The public library purchases materials for preschool children, adults and reference use.

- What equipment is available for use by the school? By community members? Under what conditions?

- Who maintains the library? the furniture? the equipment?

- How are problems to be resolved?

Studies of combined community/school programs have been conducted in the United States and Canada. The more successful programs had a single board responsible for the total library program with representation from both the school and the community. If that was not possible, formal, written agreements about specific responsibilities had been developed.

City Office/Community Library - This arrangement has the advantages of combining the library with its administrative body. The disadvantages are usually those of inadequate spaces for various library services.

A library needs a quiet space where people can be undisturbed during audioconferences, studying and for programming. Sometimes a room used for meetings of the city council is available. To be satisfactory for library use, the doorways must be placed so that people are not walking through the room to reach the city offices.

Both agencies must be protected from loss or abuse of materials and equipment. It must be possible to close and lock doors to both the city offices and the library when either of the facilities is closed.

Noise control can also be a problem. Programs for preschool children need to take place in the daytime when city offices are busy, phones are ringing, typewriters clacking, and copy machines whirring. The building needs to be carefully designed for sound conditioning. The key element is planning for combined use before the building is designed.

Community Center/Public Library - Having a number of services in a building can increase the use of the library. For example, people may use the library while clothes are washing in the Washeteria. Or when visiting the native council, they may stop to get a book or a magazine.

The possible disadvantages are those of location, space, noise, and facility design.

## III. GRANTS, CONSTRUCTION

Alaska Statute 14.56 provides funds to assist municipalities in the construction of public libraries. This grant can be used to construct, furnish and equip a public library. Certain remodeling projects may also qualify for a construction grant. In the case of a combined facility serving two or more public agencies, the grant can be used only for the public library portion of the building.

Communities with populations of less than 2,000 must match 10% of the grant. Cities with a population over 2,000 must match 40%. This match can be "in kind," that is, land, labor, materials. Grant applications are available from the State Library offices in Anchorage, Fairbanks and Juneau.

A construction grant, which has been approved, is funded in increments. For example, a percentage of the funds is granted after construction is underway. Progress reports are submitted at intervals and funds paid to the municipality in accordance with the grant agreement.

Ten percent of the grant is withheld until the construction project is completed and an audit presented.

Federal funds for constructing libraries have been available since 1984. The local match is 67% regardless of the population. For current information contact the Deputy Director, Alaska State Library, P.O. Box G, Juneau, AK 99811, 465-2910.

## IV. SUGGESTED FURNISHINGS, EQUIPMENT AND SUPPLIES FOR SMALL PUBLIC LIBRARIES

Shelving, single face, 78", adjustable, depths of 9 and 12" (bottom shelf)
Shelving, double face, 78", adjustable, depths of 9 and 12"
Shelving, magazine display, 78", slanted and flat shelves
Bin shelving or divider shelving for picture books and recordings, 42"
Shelving, paperback
Book ends (at least 1/shelf)
End panels as desired

Check-out counter; with discharge/slipping unit with drawer
Chair, swivel, adjustable height (for circulation desk)
Cupboard unit, 3 shelves, hinged doors
Book return unit, interior with depressible book bin
Book return unit, exterior with depressible book bin
Atlas/dictionary stand
4-drawer (or more) card catalog for public catalog
2-drawer (or more) card catalog for shelf list and outstanding orders
Library reading tables 29" high; 3' X5'
6-9 side chairs, sled base, without arms
2-4 arm chairs, sled base
4-10 children's seating (cushions, bean bags, leisure seats)
??Folding chairs
Desk, office
Desk chair, swivel
Typewriter for library use, and one for public use
Typing table
2-drawer file cabinet, metal
4-drawer file cabinet, metal
Kik-step stool(s)
Book truck(s)
"Wet" carrel(s) (electrical outlet)

Microfiche reader, dual lens, 22-26X and 42-48X
16mm projector and take-up reels
Projection screen, portable
Sound filmstrip viewer/projector
Dust covers for projectors
Cassette tape recorder-player w/earphones
Mobile projection cart
Slide projector
Record player
Overhead projector
Extra bulbs for all projectors and cleaning kits
Globe
Portable chalkboard
TV monitor/player/recorder
TV utility table w/casters
Video camera
AV locked storage cabinet

Vacuum Cleaner

Storage for special items--cassettes, filmstrips, kits, maps
Bulletin board, cork display unit or easel
Clock
Exhibit case, glass, lockable

## SUPPLIES

Book cards and pockets
Card sorter
Charging trays
Charging tray guides
Date due slips
Date stamp
Interlibrary Loan forms
Magic mend adhesive
Mailing labels
Masking tape
Mending supplies
Microfiche tray with cover
Ownership stamp
Pencil sharpener
Periodical record file
Scissors
Stamp pad
Stapler, staples, staple remover
Storage boxes for periodical back files, government documents, etc.
Strapping tape
Waste baskets

## V. SHELVING

The choice of shelving is a decision which affects the appearance and efficiency of the library for years to come. While economy is necessary, the least expensive shelving is not usually the wise decision. Shelving manufacturers offer a wide range of choices in shelf heights, and fewer in shelf widths. Selections from any of the standard sizes will be less expensive than special orders. In some cases, special orders can double the cost of the shelving. Some factors to consider are:

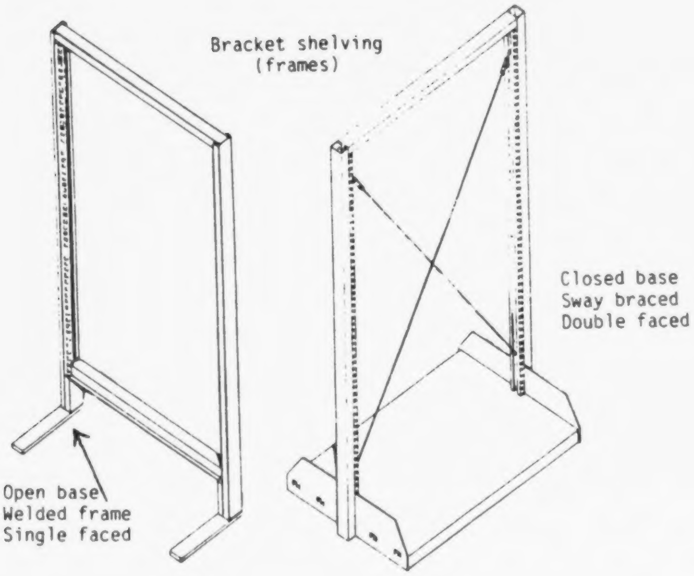
> Flexibility - The capability of rearranging shelving sections in the library and of moving individual shelves allows the library to adjust to changing needs. Collections grow in size, change in emphasis, and buildings can become crowded. A shelving system will provide the flexibility to change the room arrangement.
>
> Shelving system - Standard components provide the economies of mass production and the flexibility of interchangeable parts. Bracket style, steel shelving systems have the most options. These options include:

- flat shelves; 8", 9", 10", 12", 16" depths
- slant shelves for periodicals display
- hinged " " " " with flat storage beneath each shelf
- divider shelves for picture books, paperbacks, phonorecords
- newspaper racks within shelf units
- filmstrip trays
- sliding reference shelves
- work shelves
- open T-bar base or closed base

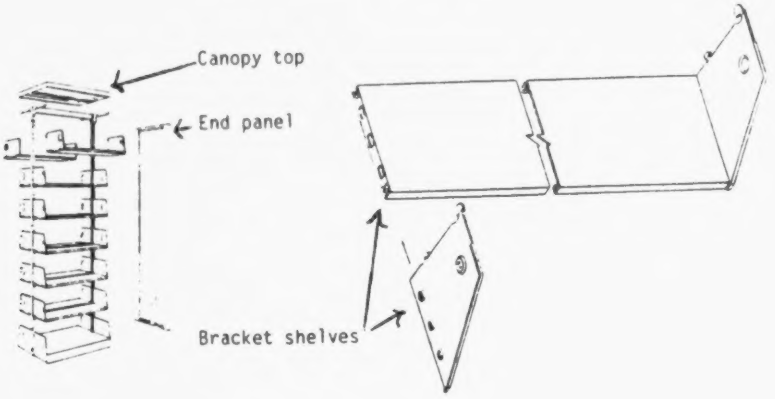
Shelving types - **Case type** shelving has closed sides like a bookcase. Shelving supports can be slots in the side panels, pegs, or clips which fit into vertical standards on the side panels. Unless side panels are of sufficient strength, the panels may bow outward in time, allowing the loaded shelves to drop.

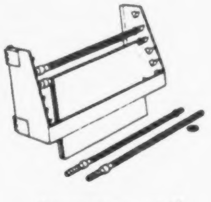
**Bracket shelves** attach directly to supporting vertical uprights of steel. The loaded weight of books on the shelves increases the stability. End panels of wood or steel can be attached. Moving bracket shelves is easily done and does not require hand tools.

(See illustrations which follow)

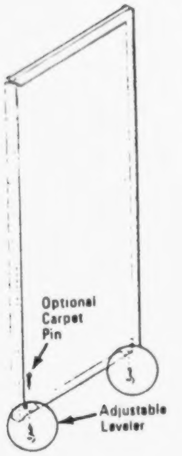


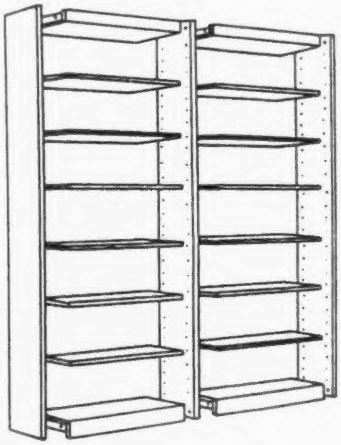
Bracket shelving (frames)





Newspaper rack





Case shelving

Adjustable shelves - Because books are of varying heights, it is not advisable to purchase shelving units with fixed shelves. Reference, picture and art books require more space between shelves than other parts of the collection. Paperback books require less space. Having all shelving an equal distance apart, regardless of the average size of the books, will require more lineal feet of shelving and more floor space.

Stability - Some shelving requires sway bracing, either with solid backs or with threaded rods and turnbuckles. Shelving systems of welded steel frames are quite stable and may not require sway bracing. If shelving must be bolted to the wall or floor for stability, the ability to move shelving as needs change will be lost. The taller the shelf units, the more likely bolting becomes, but not all shelving systems require anchoring to a surface.

Levelers or carpet pins - Floors may not be perfectly level. Adjustable levelers increase the stability of shelving units. Carpet pins extend through the carpet to the solid floor for leveling the shelving units. The carpet pile is not crushed, an important factor when shelving is moved.

Installation and assembly - The manhours required for installation and the skill level required of the workers is a factor in selection. As an example, welded metal shelving systems are simple to install, while those needing sway bracing require more skilled labor and more manhours.

Wood has a pleasant texture and color. Wooden shelving is not as functional for a library since the shelves are not as easily moved as bracket shelves, nor as interchangeable. Sagging of shelves because of weight of the books is another problem. Bracing or anchoring shelving may be necessary.

Shelf load - Whether metal or wood, shelves should support a load of 40 to 50 pounds per square foot.

Sizes - The height of shelving units, the width and depth of individual shelves, and the width of shelving units offer many choices.

The width of a shelving unit is a major consideration in selecting shelving. The standard width of library shelving is 36" on center. Longer shelves have a tendency to sag and require heavier structural elements to support the weight. One shelf width used consistently throughout the library will give the greatest flexibility.

Many choices exist in shelving heights. The lowest standard height is 42", and the tallest 90"-94". Reaching the top shelves is difficult if the shelf units are taller than 84". Remember that costs of shelving will be lower if the manufacturer's standard heights can be used.

Analysis of library shelving requirements has shown that 95-97% of the book collection will fit on shelves 9" deep. Shelves of 12" depth will house the remainder, with few exceptions.

**Shelf capacity** - For efficiency, in a new building shelves should be planned to be only 2/3 to 3/4 full so that books may be reshelved and new titles inserted. The following is an estimate of the number of volumes which can be shelved per lineal foot of shelf space.

| Type of Book | Number per lineal foot of shelf |
|---|---|
| Picture books | 19 |
| Childrens' books | 10 to 12 |
| Adult fiction | 8 |
| Adult nonfiction | 6 |
| Reference | 6 |

Picture books tend to be thin, tall and light in weight. Because there is not enough weight on the book supports (book ends), the supports have a tendency to slide, allowing the books to fall. Either divider shelving or browsing units with bins can be good choices for the picture book collection.

The height of fiction, other than picture books, is generally less than that of nonfiction. Most fiction can be shelved upright if 9"-10" is provided between shelves. For nonfiction and reference books, 11"-12" between shelves will allow more books to stand upright. One or more units of wide shelves, 12" width, with greater distance between shelves, will be required for oversized books.

## VI. A SIGN SYSTEM

Where is the library? Where do I find the reference books? The Alaska books? The restroom? These are examples of questions by library users which can be answered with signs, or at least partially answered.

Signs should be planned. A sign system is one where the planning includes consideration of the number of signs needed, their location, their size and design and their color. A zoo may try to collect one example of each different type of animal, but a small library does not want every sign to be a different type. The result is clutter.

Too many signs are as much a problem as too few. Too many signs in too many styles create confusion. Signs should be needed, attractive, legible, and well located. Signs help people to help themselves, to build their independence as library users. Few of us want to reveal our ignorance, so good signs are good public relations.

Signs help to establish the image of the library, as well as to provide information.

Signs have different purposes:

Identification: The library, children's books, Alaska books, restroom, etc.

Direction: To parking, or to the handicapped ramp

Instruction: Traffic rules (STOP), how to use the microfiche reader, no smoking

Information: Hours open, story hour time

Several factors are important to good signage:

1. Location - Place signs where they are visible and at a height where they can be seen and attract attention. A sign placed so low that it is hidden when someone stands in front of it isn't particularly useful.

2. Message - Keep it short, use terms that most people will understand and be positive. Example "Smoking Only In The Entry" or "Smoking Outside Only" instead of "No Smoking".

3. Symbols - Use symbols if they are simple, effective and easily understood. There are no language barriers to understanding when a good symbol is used. Examples: An arrow instead of "east" or "west", the familiar symbols for men and women now appearing in air terminals and other public buildings, the national symbol for a library.

4. Lettering - The letters of the alphabet can vary from short to tall and in thickness. The letters need to be in proportion of width (thickness) to height for ease in reading. Make sure the words are of a size and shape to be legible from the distance you want the sign to be read.

5. Color - Color combinations and contrast effect readability. The following list from *Sign Systems in Libraries* are the most visible color combinations, with 1 being the most visible:

    1. Black on yellow
    2. Black on white
    3. Yellow on black
    4. White on blue
    5. Yellow on blue
    6. Green on white
    7. Blue on yellow
    8. White on green

6. Space - The amount of space between letters and between words also affects readability. Blank, empty space around the edges of the lettering allows the background color to frame the message. This helps to attract attention and to improve readability.

7. Durability - Exterior signs should be painted or carved, or treated in some fashion, to withstand the weather.

Even without an artist's hand, neat, legible interior signs can be prepared by unskilled people. Library and office supply firms sell several products for sign making: pressure sensitive letters, gummed letters, lettering kits and sign machines. The budget determines the choice.

## FURTHER READING:

Cohen, Aaron and Elaine Cohen. *Designing and space planning for libraries: a behavioral guide*. R. R. Bowker, 1979

Dahlgren, Anders. *Planning the small public library building*. ALA Small Libraries Publication Series, no. 11. American Library Association, 1985.

Lushington, Nolan and Willis A. Mills, Jr. *Libraries designed for users: a planning handbook*. Library Professional Publications, 1980.

Myller, Rolf. *The design of the small public library*. R. R. Bowker, Co. 1966.

*Sign systems for libraries: solving the wayfinding problem*. Edited by Dorothy Pollet and Peter C. Haskell. Bowker, 1979.

# Chapter III

# Administering The Library

I. Funding

II. State Grants

III. Purchasing and Receiving

- A. Purchasing
- B. Requests for Proposals and Bidding
- C. Receiving Orders

IV. Management Tips

- A. Standard Forms
- B. Personnel Files
- C. Monthly, Weekly, Annual Calendars
- D. Inventory of Supplies
- E. Library Board Meetings
- F. Statistics
- G. Continuing Education and Inservice Training

V. Copyright

VI. Public Relations/Public Information

VII. Volunteers and Friends

# Administering The Library

A substantial number of books have been written about library administration. The information included here is minimal. Consider this a Band-Aid for a newly appointed librarian in a small library.

The Long Range Program for Library Development in Alaska, 1983-1987 included "Criteria for Determining the Adequacy of Public Library Services." Not all of the criteria will be met by all libraries, but the criteria establish guidelines which can be used to assess the budget, services, management and operation of the library. The criteria are not a complete evaluation of the library program. They provide objective measures to assist the library staff and the library board in assessing the public library. See the Appendix for a reprint of the criteria.

Some of the criteria have direct budget implications, for example:

> "a. Annual local expenditure for public library program of $25 per capita;
>
> "b. Four (4) books per capita and other library resources and equipment to meet immediate local patron need...
>
> "c. Minimum of 30 hours open each week all year; ..."

## I. FUNDING

A good public library can be developed only if there is an adequate and stable source of funds. Funds come from various sources:

A. Local funds are obtained through:

1. City or Borough government from taxes, revenue sharing or allocation.

2. Monetary gifts and donations or fund raising by the library, its board or Friends of the Library group. The amount of money a library receives from these sources can vary widely from year to year so a library should not plan on these monies for operations. The funds can be used for special needs or projects, or unanticipated expenses.

B. State funds are provided through grants, which will be discussed later in more detail.

C. Federal grants are available occasionally. The State Library maintains contact with offices in Washington, D.C. When grant funds are available for library purposes, the State Library staff notifies groups and institutions eligible for federal funds.

D. **Private Foundations** can be a source of grants, but funds are usually given to large institutions for special projects. An example is the grant received by Rasmuson Library, University of Alaska, Fairbanks, to demonstrate the use of satellites for document delivery to distant library users. Private foundations are not interested in funding the costs of ongoing operations.

## II. STATE GRANTS

Grant programs available through the Alaska State Library are:

### A. Constructing and equipping libraries (see chapter 2)

### B. Institutional Services Grants

Institutional Services Grants are provided to public libraries to serve state-supported institutions within or near their municipality. Funds are allocated on the basis of resident population in state supported Correction Centers, Pioneer Homes and juvenile homes.

### C. Library Assistance Grants

#### 1. Interlibrary Cooperation Grants

Interlibrary Cooperation Grants must benefit two or more different types of libraries. Priority has been given to projects that help resource sharing, for example, entering holdings into the WLN database. The database is the source of the Alaska Library Network Catalog, which provides information to support Interlibrary Loan.

Most of the funded projects have had statewide impact.

Generally it has been the larger libraries with professional staff which have undertaken projects funded by Interlibrary Cooperation Grants.

#### 2. Public Library Assistance Grants

A **Public Library Assistance Grant** may be used for general library operations, such as, salaries, utilities, purchasing materials and equipment, travel for continuing education, postage and telephone, etc. To be eligible to receive grant funds the library must meet certain minimum requirements:

a. It must be a legally established entity, either by ordinance or as a registered nonprofit corporation.

b. It must be open to the public at least 10 hours per week for 48 weeks of the year.

c. The services of the library must be free; there can be no fees or admission charges to use the library.

d. State funds must not replace local funds.

e. Certain forms must be submitted to the State Library by dates specified in the Alaska Administrative Code, 4 AAC 57.050--900.

(The statute, and the rules and regulations published in the administrative code, are included in the Appendices.)

**Basic Grant:** A public library meeting the minimum requirements is eligible to receive a basic grant of $5,000.

The Basic Grant is mailed as one check after July 1, the beginning of the state's fiscal year.

**Matching Grant:** If the local government or library association provides funds to the library, up to another $5,000 is available on a dollar-for-dollar match. The local funds can be in any dollar amount, from less than $100 to several hundred thousand dollars. The maximum grant is $10,000; $5,000 as a Basic Grant plus $5,000 matching grant. For a public library to receive the maximum grant, the community must expend at least $5,000 in local funds.

If insufficient funds are allocated by the legislature for the grant program, then matching funds are prorated.

The matching grant is distributed after receipt of satisfactory and accurate Annual and Grant Reports. Any errors or discrepancies must be corrected before the matching funds are authorized for distribution.

## Application - Public Library Assistance Grant

Grant application forms are mailed from the State Library in Juneau to all public libraries. The application requires a plan for the library which lists needs, goals, objectives and activities, plus the budget for the following year.

Two signatures are required on the form. Usually it is signed by the librarian or the library aide proposing the plan. The other signature must be a representative of the legal entity responsible for the library (the city or the nonprofit corporation).

Sometimes it is necessary to revise the budget from that proposed in the grant application. Certain guidelines apply:

a) The funds must be spent for the library only; they cannot be transferred for another purpose.

b) If the amount of the budget change exceeds 10% of the total grant, a revised budget must be submitted to the State Library for approval.

It is important that the library expend funds throughout the year and order materials on a regular basis. State funds must be expended by the end of the fiscal year (June 30).

**Encumbrances**: Sometimes materials and equipment have been ordered but have not arrived by the end of the fiscal year. These are called encumbrances, and the state does allow a few months for orders for books, periodicals or equipment to arrive.

Money cannot be encumbered or carried over into the next fiscal year for purposes of travel, communications, salaries, etc.

Spending the library budget regularly throughout the year is good management practice. Decisions can be made so that the money is spent wisely. Waiting until the end of the year may force hasty decisions which are not in the best interest of the library. Failure to expend a budget can indicate the library does not need the amount of funds budgeted for its operations.

Questions about the forms or the grants can be directed to the Regional Coordinators of the State Library staff, or to the State Library in Juneau.

### D. Annual Report and Grant Reports

Annual Report and Grant Report forms are distributed by the State Library. The completed forms are to be returned to the State Library by September 1. (4 AAC 57.086)

The Annual Report form requests information about the budget, statistics about the library collection and services and of library use. Your responses help the State Library answer questions from legislators, state agencies, the federal government, and from other groups interested in library and information services. The state form conforms, as closely as possible, to the federal form which some libraries must complete also.

A purpose of the Grant Report is accountability. Were funds expended as proposed? What was accomplished with the grant? Were there problems with the plan as proposed? If libraries share their problems as well as their successes, this information can assist other libraries.

## III. PURCHASING AND RECEIVING

Ordering materials, supplies, or equipment is a form of legal agreement between the library and the supplier. Care must be taken to assure that orders are prepared carefully and accurately. Procedures need to be developed so that it is possible to keep an accurate accounting of all orders and encumbrances.

The library (or the city, borough) must decide whether purchases can be made locally, or if they must be ordered and from which company, or whether to request a bid.

Governmental units (boroughs, cities, state) request bids for large quantities of supplies and equipment or for a single piece of equipment if it is expensive. The State of Alaska has negotiated contracts with a number of firms for various kinds of equipment and for office supplies. Smaller units of government (boroughs and cities) can purchase from these firms at the state negotiated price, or close to it.

Usually there is little benefit from requesting bids for library materials; books, magazines, audiotapes, phonorecordings and similar library materials from the major book jobbers. There could be a cost advantage to ask the percentage of discount a local bookstore(s) would offer.

A library, unless it has several branches, usually buys many different titles, but only one or two copies of each title. There is not the cost advantage to the supplier of providing large quantities of the same item. It is not like buying a series of textbooks in 25 copies each or purchasing 200 reams of typing paper.

Since the advantages of lower costs through competitive bidding do not apply to these items, the expense of requesting bids for library materials is rarely justified. The major vendors sell books to libraries at discounted prices. The discounts are based on the amount of the book budget, the binding (hardback or paperback), and the type of book. The larger the book budget, the greater the discount. Reference books and paperbacks generally have a lower discount than trade books or other popular-reading books.

### A. Purchasing

Governmental units, such as cities, boroughs and school districts, require the use of **Purchase Order (P.O.)** or **Field Order** forms. These forms may serve as a "cover letter" to accompany the multi-copy book order forms, or the items to be purchased can be typed on the Purchase Order form. The P.O. forms are usually pre-numbered in sequence, perhaps "P.O. 2315, P.O. 2316, P.O. 2317", etc. This is an aid to the business office in its record keeping.

Nonprofit corporations managing the library will not have purchase order forms. The library will then need to use **letterhead stationery** as the cover letter for the order, or the items to be purchased can be typed on the letter. Letterhead stationery looks official, so the company from which items are being ordered is more likely to believe that the order is a legitimate one.

A library can develop a standard form. A catalog can give ideas of the information which should be included: quantity, catalog number (if any), name of the item, color, price and shipping costs are examples of the information needed.

For budget control it is necessary to authorize only certain people to sign orders. Usually these are the librarian and the business officer, or the librarian and the city clerk, or the librarian and the treasurer of the library association. Allowing only one or two people to approve all orders helps to maintain accurate financial records.

### B. Requests for Proposals and Bidding

A bid is an offer to supply specific goods or services by a particular date for a specified amount of money. Units of government (city, borough, state, federal, school districts) usually follow a practice of obtaining bids for the purchase of items costing over a specified amount of money. Bids can be required for the purchase of equipment, supplies and materials. Libraries which are a department of one of the governmental units listed above must follow the procedures adopted by that agency.

The purposes of requesting bids are: 1) to obtain the benefits of competition with lower costs, 2) to obtain items of specified quality, 3) to guard against favoritism to a particular firm, and 4) to receive items by a specified time.

A bid by a business or manufacturing firm is a legal offer, and, if accepted, becomes a contract. The lowest bid does not have to be accepted if there are good reasons for rejection. Bids can be rejected on the basis of performance, quality, durability, maintenance, etc. If the lowest bid is not accepted, the reasons for rejection must be good ones that could stand up to a challenge.

1. **Performance** can include the delivery and/or installation of equipment by a specified date and/or in the quantities needed.

2. **Quality** standards must be carefully defined in the **Proposal (RFP).** Bids may be rejected if the item(s) do not meet the quality standards of the specifications.

3. **Durability** is a major consideration in libraries. Equipment designed for home use is not suitable for institutional use, such as in a library or school. The equipment is probably used more frequently in an institution, it may need to be moved from one room to another or checked out and taken to another building. It may be handled carelessly or the people using the equipment may be untrained.

4. **Maintenance** is a major consideration. Some equipment requires maintenance and repair by trained technicians. In evaluating bids, the availability of repair services within Alaska must be considered. The cost of shipping items to another city for repair is an important factor. Also the inconvenience to the library of being without a piece of equipment for a length of time must be evaluated. If the library has six projectors and one of them is away for repairs, the inconvenience may be minor. If circulation records are maintained on a microcomputer that must be sent away for repair, the inconvenience will be considerable.

A common purchasing practice in government is to establish various cost ranges for determining when a bid is required, and whether it must be a **written bid** or an **Oral bid.** A board of a nonprofit association may wish to establish a similar purchasing policy. A library with a small budget would want to establish lower cost limits for its bidding requirements than those listed below. The information is given as an example.

A borough has established policies for purchasing as follows:

1) Items below $500 in cost may be purchased wherever conveniently available as long as other factors are satisfactory (fair and competitive price, quality, service, delivery, maintenance, billing, etc.).

2) Items costing between $500-$3,000 can be selected by **oral bid,** that is, a price is given by telephone or in conversation with a sales representative. Bids from at least two firms must be obtained; three bids are preferred. The person obtaining these oral bids needs to write down: 1) the firms called, 2) the names of the people who provided the information, 3) the price quoted, and 4) any other pertinent information such as model number, delivery date, etc. This information is filed.

The same qualifications for selection as those previously mentioned (performance, quality, etc.) apply in this situation.

3) Items costing more than $3000 must follow formal bidding procedures. Written specifications from the purchaser are required, advertising the request for bids (called a Request for Proposal), sealed bids must be submitted by the vendors by a particular date. Formal bids are opened in a public meeting at a specified date and time.

**Specifications,** required in a formal Request for Proposal (RFP), are detailed and exact statements of requirements. Specifications become more complex as costs and technical complexity increase and as timing becomes more critical. For a single item of equipment, specifications might include the name of the item, the general requirements, specific quality requirements, maintenance and purchasing requirements, delivery and/or installation dates, conditions of warranty and return policies.

Before writing specifications, you may want to see demonstrations of the equipment from several different companies. This comparison can help in determining those features most closely meeting the needs of the library.

Vendors can also be asked which libraries already have purchased an item that you are considering. Staff persons of those libraries are good resource people to learn whether the product is satisfactory and about the vendor's performance. Occasionally it is possible to obtain a copy of the RFP from a library which has already purchased an item being considered for your library.

Technical information related to quality can be taken from product evaluations and from vendor's catalogs. Two periodicals which publish product evaluations of library equipment are:

EPIE Gram: Equipment

Library Technology Reports

Information about particular kinds of equipment can be requested by interlibrary loan. Two annual publications contain useful information about products and manufacturers:

Audiovisual Equipment Directory

Audiovisual Marketplace

## C. Receiving Orders

Receiving is the process of checking the items received against those listed on the packing slip or invoice, and the original order. Careful unpacking and checking of shipments is necessary. This verification of the accuracy of the shipment determines whether the bill to the supplier is to be paid.

A shipment will usually include a **packing slip** and an **invoice**. A packing slip is a list of items sent in a particular shipment. An invoice or bill is a statement of all items shipped (or services provided) along with costs.

The mailing label or a notice stamped on one of the boxes may say "Packing slip enclosed" or "Invoice enclosed." If an order requires several boxes, usually they are numbered so that you can tell whether all of them have arrived. An example of the numbering for three boxes is: 1 of 3, 2 of 3, 3 of 3.

Sometimes the packing slip will be inside the box while the invoice will be on the outside of the box under the address label. Other vendors will send the invoice directly to the office paying the bill and only the packing list will be included in the shipment.

Steps in receiving a shipment:

1. Checking the items against the packing slip.

Each item in a shipment needs to be checked off against the packing slip. Both the quantity (1, 2 etc.) and the item must be checked. Usually a check mark (✓) is made next to the listing to indicate that it was received.

| *(# of copies)* | *(author)* | *(title)* |
|---|---|---|
| 4✓ | Stevenson, R.L. | Treasure Island |

The packing slip should list the titles ordered but not enclosed, and it should have an explanation. An explanation might be "out of stock", "back ordered", or "out of print". There should not be a cost listed next to these items.

Note should be made of any errors in the quantity shipped, or the wrong item(s), or items which are listed on the packing slip but missing from the shipment.

2. **Comparing items and quantities against the original order.**

This is to verify that the items were ordered by the library; that the model, color, finish, etc. is correct.

3. **Examing the items for condition.**

Items should be received in good condition, not damaged, with no defects of manufacture or of publication.

4. **Writing a note(s) on the packing slip or invoice about any problems or errors.**

Sellers use abbreviations or codes to indicate why an item wasn't shipped. You will need to become familiar with them, but the meaning is usually printed somewhere on the packing slip. For example, "BO" usually means "back ordered", or the term might be "OS" for "out of stock", or "OP" for "out of print". There should not be any dollar amounts listed for items which have codes like these and which were not included in the shipment. These are not errors, but the shipment is not complete.

Back order means the jobber has placed an order with the publisher, but the books did not arrive in time to be included in the shipment. They could be in a future shipment on the order.

Out of print titles are those which the publisher reports the stock has all been sold. The titles are not available through your book jobber and the item is cancelled. If these books are important to the library's collection, you will have to try to purchase them from another source. Sometimes it is possible to buy these titles from a book store which specializes in out of print titles. Or it may be possible to purchase them from a book store which stocks certain subjects, like books on Alaska.

Out of stock means that the jobber has had these titles in the past, but does not have any on the shelves at the time of your order. The statement does not really tell you whether you can expect them in a future shipment, or whether you should re-order. Some firms will add instructions such as "please re-order."

Items which have a price but are not enclosed should not be paid for and need to be claimed. This can be done by use of a form or a letter sent with the check for payment of those items which were shipped.

Payment can be made for those items received unless the item received cannot be used because a critical part was not in the shipment. In this case it might be best to hold payment until the missing parts have been received. Shelving or equipment, for example, may have pieces missing.

### 5. Signing off on the order.

This consists of a **phrase** about the accuracy of the shipment, the **signature** of the person who checked the shipment, and the **date**. For example, "o.k. for payment, (name) (date)"; or "errors noted, remainder o.k. for payment, (name) (date)".

### 6. Forwarding the invoice and/or the packing slip to the office.

The office will be the one where the order was originally approved or the office from where payment will be made. The library may want to retain a copy of the packing slip or invoice in its files if the invoice is sent to the city office for payment.

Any problems or errors will need to be solved through correspondence and telephone discussions with the seller and/or the sales representative.

## IV. MANAGEMENT TIPS

Organization is one of the keys to good library management. Organization helps you to complete tasks on time and to submit all the necessary orders, reports and forms when they are due. Following are some tips and tools to help the library staff to function efficiently.

### A. Standard Forms

Forms can greatly simplify management because decisions do not have to be made each time about the information which needs to be recorded nor the format in which to record it. If a standard form is used, it is possible to make comparisons to previous months or years because the information is recorded in the same way.

Forms can be developed locally, but it is possible to use or adapt forms which other libraries have developed. The books listed below have many sample forms:

Futas, Elizabeth. The library forms illustrated handbook. Neal Schuman Publishers, Inc., 1984.

Toor, Ruth. The complete book of forms for managing the school library and media center. The Center for Applied Research in Education, Inc. 1982.

## B. Personnel Files

A city or borough will have a system of personnel records, but a library association will have to develop forms, procedures and files.

Each employee should have a time sheet to write down each day the time of arrival at work and the time of departure. These time sheets are the basis on which salaries and wages are paid. Falsifying time sheets can be cause for dismissal. A sample time sheet follows.

Procedures should be established for reporting absences for any cause: illness, vacation, jury duty, professional leave for training, etc. Such reports must be submitted promptly, for example, by telephone if an employee cannot report to work because of illness or a family emergency. Upon return to work, a written report of leave taken should be prepared, signed and submitted by the employee.

Some libraries keep a personnel file for each employee which contains the following:

the completed application form;
copies of any evaluations;
records or any classes or training to improve jobs skills;
letter of resignation.

Maintaining the file for a number of years can be helpful. There may be requests for a letter of recommendation for another job or to be accepted in a college or training program. If the person worked in the library several years ago, it can be difficult to remember the individual. Generally these files do not need to be kept longer than five years. A city or borough will retain more extensive records for a longer period of time.

## LIBRARY
## TIMESHEET

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Pay Period________________________

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Employee Signature:

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LIBRARY
TIMESHEET

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Pay Period________________________

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Employee Signature:

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# ATTENDANCE REPORT

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| Department<br>Library | Division | Section | Pay Period Ending<br>October 15, 1986 |

NOTE: Do not write in shaded area (Total Column).

| Employee Name | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Total |
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| Lester, David<br>(alternate) | Reg. |  |  | 4 | 2 |  |  | 4 |  |  |  |  |  |  | 4 |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  | 4 |  |  |  |
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| Division Approval(Signature) | Date |

02-902(Rev.9/81)

### C. Monthly, Weekly and Annual Calendars

Calendars listing tasks to be done help so that important tasks and dates are not forgotten. These are not the calendars for each year, like 1986, 1987, etc. These are lists of tasks to be done each day, or each week or even each month or year. These calendars can be used year after year and revised as job assignments change.

1. You may want to develop a **monthly** calendar for some of the positions in the library; for example, for the person who does the custodial work. There are certain tasks to be done daily, like emptying the trash. There are others that may need to be done only once or twice a week, like vacuuming or mopping the floors. Washing the study tables and vacuuming the chairs might be scheduled for once a month.

2. For students(s) who work in the library, you may want only a **weekly** calendar. The reason for the difference is that students in page positions have a narrow scope of responsibilities. They would likely do the same tasks every week. Certain tasks need to be done every day, like picking up all the books and magazines that have been left on the tables and putting them away. There may be other tasks to be done only once a week, like watering the plants every Friday.

3. Whoever is in charge of the library will want an **annual** calendar to list the important tasks in managing the library program. You may decide you want a monthly calendar too.

To start an Annual Calendar, list each month and leave space below it to write the tasks which need to be done. List the dates of the fiscal years of city, state and federal fiscal years for they determine the beginning and ending dates for statistics, for the budget and for reporting.

Some of the tasks which you might list are:

January

Prepare quarterly report for city council

Review book, magazine and equipment needs with the city manager in preparation for the Library Assistance Grant application

(City fiscal year begins January 1)

February

Order books

Request approval of travel funds to attend annual conference of the Alaska Library Association

March

With city manager, make final decisions for Public Library Assistance Grant Application

Plan special program for National Library Week

Attend annual conference of Alaska Library Association

Request information about Summer Reading Clubs

April

Forward plan for Public Library Assistance Grant to City Office

Present quarterly report to city council

Order Summer Reading Club materials

May

Check whether the Library Assistance Grant was mailed, (due by May 15)

June

Weed part of the book collection

Discard old and/or worn magazines

(State fiscal year ends June 30)

July

Compile statistics for Annual Report

Present quarterly report to city council

(State fiscal year begins July 1)

August

End Summer Reading Program, compile statistics

Complete Annual Report for State Library (get financial information from city office)

Mail Annual and Grant Reports to State Library, (due by Sept. 1)

Make sure furnace is checked and cleaned and oil tank filled

September

Renew magazine subscriptions through agency

Order equipment

Get volunteers to help with Halloween Party

Give Quarterly Report to City Council

(Federal fiscal year ends Sept. 30)

Have custodian wash windows

October

Inventory supplies and order needed supplies

Order books

Sponsor Halloween program for children

(Federal fiscal year begins Oct. 1)

November

Plan holiday programs

December

Get volunteers to help with Christmas Party

Sponsor crafts program for Christmas

(City fiscal year ends Dec. 30)

While there are certain tasks that every public library will need to do at a certain time, like submitting the applications for Public Library Assistance Grants, there are others that must be developed locally. The Annual Calendar needs to be for your library.

Another tip for good management: don't hide the Annual Calendar in a file. Put it where you'll see it often--on the wall, on your desk top, on a typing stand. It can be a good visual reminder.

### D. Inventory of Supplies

Supplies are items that are consumed or used up as you operate the library. Envelopes, pencils, mailing labels, book cards and pockets, staples, tape and date due slips are all examples of supplies. Supplies are fairly inexpensive so you will want to order them only once or twice a year. Also, because they are needed, you don't want to be without them. If records are kept of supplies on hand and the rate at which they are used, you can determine when to order.

In the list above there are general **office supplies** and some specialized **library supplies** . The office supplies are used in almost all offices; things like pencils, pens, staples and stationery. Your city or borough office may have an office supply list.

The library supplies are more specialized, like book cards, book pockets and plastic covers for books. Begin by listing the supplies you use during the year. You will want to make at least two lists. If you have audiovisual materials, you may want a media list too.

1. Office supplies
2. Library supplies

Next taken an **inventory** of the supplies on hand. To do this you count the number of supplies on hand and write down the figures. Every time something is taken from the supplies, write down the quantity and the date. That way you begin to develop a record of how rapidly supplies are used. In time the inventory and the quantity of use will indicate when certain supplies need to be ordered.

The following Inventory Control Form is a sample from a media center in Alaska.

## INVENTORY CONTROL FORM

| ITEM | Inv. Date | Rec'd Date | Inv. Date | Rec'd Date | Inv. Date | Rec'd Date | Inv. Date | Rec'd Date | Inv. Date | Rec'd Date | Inv. Date | Rec'd Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 7-2-84 | | | | | | | | | |
| FILM ITEMS: | | | | | | | | | | | | |
| Krylon (cans) | | | 12 | | | | | | | | | |
| Cleaning Fluid (gal) | | | 6 full<br>2½ in use | | | | | | | | | |
| Cleaning Fluid (drum) | | 5/4/84<br>1 drum | 1 full<br>2 in use | | | | | | | | | |
| Cleaning Tape Yellow (single) | | | 756 | | | | | | | | | |
| Cleaning Tape White (11422) 2/pkg | | | 56 dbl. | | | | | | | | | |
| Cleaning Tape Paulmar | | | 27 | | | | | | | | | |
| Cold Splicing Tape | | 3/23/84<br>10 rolls | 2 in use<br>8 | | | | | | | | | |
| Film Can Labels | | | 350 | | | | | | | | | |
| Film Cement (cement-o-film) | | | 14 | | | | | | | | | |
| 3 pt. filmadd | | | 125 | | | | | | | | | |
| Lead 1000 ft. | | 6/19/83<br>24 rolls | 35 rolls | | | | | | | | | |
| Lead 2000 ft. | | | | | | | | | | | | |
| Tail 1000 ft. | | | 9 rolls | | | | | | | | | |
| Rewind Labels | | | 7 rolls | | | | | | | | | |
| Sprocket Tape (Perf-Fix Repair) | | 5/15/84<br>24 rolls | 20 rolls | | | | | | | | | |
| Mailing Cards (box) | | | 7 | | | | | | | | | |
| 3-Up Labels (box) | | | 1 | | | | | | | | | |
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## INVENTORY CONTROL FORM

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## E. Library Board Meetings

The bylaws of the Board should state the minimum number of meetings to be held annually. Usually this minimum number is fewer than are necessary to maintain good communication. The Board can meet more times per year than the minimum number stated in the bylaws, but it should not meet fewer times.

If the City Council serves as the library board, not all of the information below will apply. The librarian will make reports to the Council in the same fashion as other city department heads. If the librarian reports to a city manager, they will jointly decide the information to be presented to the council.

It is the responsibility of the **librarian** to prepare an agenda for a meeting of the Library Board and to review it with the Board Chairman prior to the meeting. The Board Chairman conducts the meeting. The librarian is not a member of the Library Board, but often serves as secretary to the board.

Every meeting should have a written **agenda**. Discussion on the agenda items should follow in the sequence written and anyone making a presentation during the meeting should have advance notice in order to be properly prepared.

It is a local decision whether the agenda needs to be mailed to board members in advance of the meeting. If there is to be a committee report, the chairman of the committee should be notified and informed when on the agenda the report is to be given.

Certain items should be on every **agenda**:

- Call to order
- Roll call
- Minutes of the previous meeting
- Reports:
    - Financial report
    - Librarian's report and statistics
    - Committee reports
- Unfinished business
- New business
- Adjournment

Copies of the **minutes** of the previous meeting should be prepared for each board member.

The **financial report** should have information about the budgeted amounts for various categories of the budget and the expenditures to date during the fiscal year. Occasionally the board will want a comparison to the previous year in addition to the current expenditures.

The **librarian's report** should contain information about any special activities or programs which have taken place in the library and statistics. Reports to the Board are a demonstration of accountability and a public relations activity.

At times there may be requests by the librarian for permission to undertake a new activity, or to revise a budget allocation, or for assistance in a survey, etc. If the librarian reports as a city department head, these requests would likely follow the library report before the agenda moves to another city department.

If the Library Board is a separate group, such requests would be presented under "New Business". If the request or suggestion had been made at a previous meeting, then, depending on the action taken, it might be brought up as a committee report or under "Unfinished Business".

Minutes of the Library Board meetings are **public record** and should be retained permanently.

**Notebooks** for board members can assist in organizing materials for board meetings. They are usually 3-ring binders with dividers and are retained in the library.

Before each meeting the materials are organized to facilitate efficient handling of the agenda. Usually the first item in the notebook is the agenda for the current meeting. the sequence in a notebook for a board member might be as follows:

Agenda
Members
Minutes of the previous meetings (usually only for the previous 12 months, most recent minutes on top)
Financial report
Librarian's report
Committee reports (only if to be presented at the meeting)
Bylaws of the Board
Legal status (copy of the library ordinance or the incorporation papers if nonprofit corporation)

Other sections can be included, if desired. For example, some libraries may want to include Annual Reports as a section because the report summarizes an entire year's activities.

## F. Statistics

A collection of numerical data is called statistics, and all libraries need to establish procedures to collect certain types of statistics. Statistics are a form of accountability. They can prove whether something was done. Statistics can be used to evaluate the effectiveness of a library service, program or function.

In the past libraries have collected "input" statistics, that is, the amount of money the library receives, the number of staff members employed, the number of books in the library collection, etc. None of these measured how well the library performed its responsibilities to the community.

More recently the trend has been to gather "output" statistics. Here the measurement is of the productivity of the library and the contribution to the community from the library; the use of the materials, the programs provided to the community, the number of items circulated per resident or per hour. Using output statistics, we are trying to measure the effectiveness of the library in providing services to the community.

All libraries should collect certain statistics, such as the number of volumes or titles the library owns, the number of periodical subscriptions or the number of circulations. Reports required by state or federal governments always ask for statistics. The Annual Report which is sent to the State Library is a good place to start in determining the statistics the library should gather.

Some statistics must be kept every day. Other statistics can be gathered by a process called "**sampling**". To sample is to take a typical time period in which to do the counting. Instead of counting every day or every week, you might select a representative week or two weeks out of the year and count whatever you need. Then you consider that period of time to be the same as other week(s) in a year.

In the list of required statistics below, you will see some numbers are requested for a "**typical week**". That means you only need to do the count for one week out of the year, but the week which you select should be a good example (typical) of most weeks of the year. This is sampling.

A typical week does not include a holiday or local festival. The American Library Association recommends that a week be selected from either the months of October or April. These two months are considered as "typical" in the Lower 48 based on librarians' experience and by examination of monthly statistics. However, if April is the month that the Whale Festival might be held, it may not be a typical week for your library. Or if use of the library usually drops off in October because of hunting season, that month may not be a good time to collect statistics in Alaska. Use judgement in selecting the week for your library.

Statistics other than those required to be reported may be useful for they can be an aid in decision making and in interpreting library use. For example, if your circulation figures show that the 500s, or science books, get more use in your library than any other part of the collection, you may want to buy more books in the sciences.

If you are considering gathering statistics that are not required, make sure that the time needed to collect the statistics will be worth the usefulness of the information.

The Annual Report form of the State Library requires statistics about the:

1. **Library collection**; the number of books, videotapes, phonorecords, magazine subscriptions, etc., owned at the beginning of the fiscal year, the number of each type of material **added** during the year and the number **withdrawn**, and the final total.

Collection statistics are recorded each time an item is added to or withdrawn from the collection. In a small library this can be done by making tally marks (~~IIII~~) on a form or by recording numbers (1,5,3). The advantage of using tally marks is the ease of calculating the month's totals. You will need to have separate forms for Added and Withdrawn statistics. Sample forms follow and there are others in the books of standard forms which were listed at the beginning of this section.

If statistics of the collection have not been kept in the past, it may be necessary to do an inventory to obtain an accurate count of the number of items in the collection. If an inventory is not feasible, it is possible to get an estimate of the number of items in the library if there is an accurate shelf list.

To make an estimate, press the shelf list cards together very firmly and measure with a ruler. One inch of cards equals approximately 100 titles. You then measure the total number of inches of shelf list cards and multiply it by 100. So the formula is:

(number of inches of shelf list cards) X 100 = (number of items in the collection)

A more accurate method requires a procedure similar to the above, but you actually count the cards in an inch of cards measured and repeat this several times. To do this:

a. Press tightly together the cards in a drawer of the shelf list.

b. **Measure** one inch of cards.

c. **Count** the actual number of cards in that inch.

d. **Repeat** that procedure several times in different parts of the shelf list.

e. **Average** all the results of the counting of the number of cards in an inch by:

   1) Adding the total number of cards you counted.

   2) Dividing by the number of times you measured an inch of cards (which you then counted). You may have an answer like 832 cards total, divided by 8, which equals 104 shelf list cards per inch.

f. **Measure** the entire shelf list in inches.

g. **Multiply** the number of inches in the shelf list times the average number of cards in an inch.

If you find there are 72" of cards in the entire shelf list, then using the result in "e 2) above (104 cards) you would multiply 72 X 104 = 7488 items in the collection. The formula is:

(number of inches in X (number of cards = # of items
the shelf list) in 1") in the collection

See the following pages for examples of collection statistics forms.

2. **Circulation** is the number of items checked out of the library.

Circulation statistics need to be kept every day the library is open. a library can develop its own form or use a published one. An example of a locally developed form follows. Others are shown in the books listed in the section "Standard Forms" in this chapter.

The example of a circulation statistics form groups items in rather broad categories, that is:

non-fiction
fiction by reading level (adult, juvenile, easy reading)
paperbacks
periodicals
audiocassettes and phonorecordings
videocassettes and films
interlibrary loan
other (puzzles, patterns, kits, filmstrips, etc.)

Sometimes more detailed statistics can be useful, for example, by classification number of the nonfiction. This information can be helpful to the librarian in identifying which subject areas in the collection are getting the most use. More titles might be purchased for these subject areas.

Another library might have purchased videocassettes. It would want to keep statistics of the circulation to determine the popularity of this new service. Statistics which group both films and videos in the same colunm might not give the specific information.

Detailed statistics can be taken by the sampling method, that is for a short period of time. Or the information might be so important for budgeting or programming reasons that the statistics must be gathered daily. Forms can be designed to meet the needs of each individual library.

## Somewhere COMMUNITY LIBRARY

### Circulation Statistics

Sept 1985

| | NON-FIC. | ADULT FIC. | JUV. FIC. | EASY BOOKS | PAPER-BACKS | PERIOD-ICALS | AUDIO PHONO | VIDEO FILMS | INTER LIB. LOAN | OTHER | TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 2 | 5 | 4 | 7 | 1 | | | 1 | | 22 |
| 2 | | 1 | 4 | 7 | 3 | | | | | | 15 |
| 3 | 4 | 3 | 4 | 6 | 5 | 2 | 2 | | | | 26 |
| 4 | 3 | 1 | 3 | 9 | 4 | 4 | | | | | 24 |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
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| 28 | | | | | | | | | | | |
| 29 | | | | | | | | | | | |
| 30 | | | | | | | | | | | |
| 31 | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | |

______ COMMUNITY LIBRARY

## Circulation Statistics

______ 198

| | NON-FIC. | ADULT FIC. | JUV. FIC. | EASY BOOKS | PAPER-BACKS | PERIOD-ICALS | AUDIO PHONO | VIDEO FILMS | INTER LIB. LOAN | OTHER | TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
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| 26 | | | | | | | | | | | |
| 27 | | | | | | | | | | | |
| 28 | | | | | | | | | | | |
| 29 | | | | | | | | | | | |
| 30 | | | | | | | | | | | |
| 31 | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | |

ADDED Somewhere LIBRARY COLLECTION

July 1, 1985 - June 30, 1986

| | | | SOUND MEDIA | | VISUAL MEDIA | | | | | | | OTHER | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Books Titles | Periodicals | Audiotapes | Phonorecords | 8mm Films | 16mm Films | Videotapes | Slides | Filmstrips | Reels | Fiche | | |
| July | | | | | | | | | | | | | |
| Aug. | | | | | | | | | | | | | |
| Sept. | /// | // | // | | | | / | | | | | | |
| Oct. | 15 | | | | | | | | | | 3" | | |
| Nov. | 𝍸 | | //// | | | | | | | | | | |
| Dec. | 12 | | /// | | | | | | | | | | |
| Jan. | 5 | | / | | | | | | | | | | |
| Feb. | / | | / | | | | / | | | | | | |
| March | 𝍸 // | | | | | | | | | | | | |
| Apr. | 𝍸 𝍸<br>𝍸 /// | | | | | | | | | | | | |
| May | /// | | | | | | | | | | | | |
| June | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | 85 |

III-27

.0 84

# ADDED

________________ LIBRARY COLLECTION

July 1, 198 - June 30, 198

| | | | SOUND MEDIA | | VISUAL MEDIA | | | | | | | OTHER | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Books Titles | Periodicals | Audio-tapes | Phono-records | 8mm Films | 16mm Films | Video-tapes | Slides | Film-strips | Reels | Fiche | | |
| July | | | | | | | | | | | | | |
| Aug. | | | | | | | | | | | | | |
| Sept. | | | | | | | | | | | | | |
| Oct. | | | | | | | | | | | | | |
| Nov. | | | | | | | | | | | | | |
| Dec. | | | | | | | | | | | | | |
| Jan. | | | | | | | | | | | | | |
| Feb. | | | | | | | | | | | | | |
| March | | | | | | | | | | | | | |
| Apr. | | | | | | | | | | | | | |
| May | | | | | | | | | | | | | |
| June | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | |

WITHDRAWN

Somewhere LIBRARY COLLECTION

July 1, 1985 - June 30, 1986

| | | | SOUND MEDIA | | VISUAL MEDIA | | | | | | | OTHER | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Books Titles | Periodicals | Audio-tapes | Phono-records | 8mm Films | 16mm Films | Video-tapes | Slides | Film-strips | Reels | Fiche | | |
| July | | | | | | | | | | | | | |
| Aug. | | | | // | | | | | | | | | |
| Sept. | // | | | | | | | | | | | | |
| Oct. | | | | | | | | | | | 2½" | | |
| Nov. | 𝍸 | | | | | | | | | | | | |
| Dec. | | | | | | | | | | | | | |
| Jan. | // | | | / | | | | | | | | | |
| Feb. | 𝍸 𝍸 / | | | / | | | | | | | | | |
| March | | | | | | | | | | | | | |
| Apr. | // | | | | | | | | | | | | |
| May | | / | | | | | | | | | | | |
| June | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | |

# WITHDRAWN

______________________ LIBRARY COLLECTION

July 1, 198   - June 30, 198

|  |  |  | SOUND MEDIA |  | VISUAL MEDIA |  |  |  |  |  |  | OTHER | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Books Titles | Periodicals | Audiotapes | Phonorecords | 8mm Films | 16mm Films | Videotapes | Slides | Filmstrips | Reels | Fiche |  |  |
| July |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Aug. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sept. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Oct. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nov. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dec. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jan. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Feb. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| March |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Apr. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| May |  |  |  |  |  |  |  |  |  |  |  |  |  |
| June |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  |  |  |  |  |  |  |  |  |

3. **Library services.** The following statistics are examples of "sampling". Notice that these are not counted every day of every week, but only for a typical week, that one most like all the other weeks in the year.

Total attendance in the library in a typical week.

In-library use of materials during a typical week. This includes books and magazines that have been left on tables. The materials have been used but have not been checked out.

Total reference questions during a typical week; the number of questions asked which are expected to be answered by using library materials.

4. Resource Sharing

Interlibrary loans are usually books or magazine articles borrowed from another library or loaned to another library.

Reference referral is to send someone who has asked a question which cannot be answered in your library to another library or office. For example, in a small community there may not be any need to duplicate certain resources, like the Alaska Statutes. Instead, the library staff should know which agency in the community has a set of the statutes. The library user would be referred to the agency which owns the statutes, probably the city office.

Another referral might be a student sent to the public library to get information that was not available in the school library. In this case the student was referred to the public library.

5. Number of **programs** sponsored by the library and the attendance.

The **number of programs** and the **program attendance** are important statistics because they give an indication of the services of the library and the amount of participation by the community in library activities. To be counted, the programs need not take place in the library, but the library must be the sponsor or the library staff must present the program. An example of a program attendance form follows.

Library Somewhere, AK 1985-86

## Program Attendance Log

| Date | Name of Program | Number Attending |
|---|---|---|
| 7/23/85 | Film Program | 35 |
| 7/30 | Story Hour | 7 |
| | Craft Program | 12 |
| 8/14 | Story Hour | 10 |
| | Craft Program | 14 |
| 8/20 | Film Program | 29 |
| 8/28 | Story Hour | 3 |
| | Craft Program | 7 |
| 8/30 | Summer Reading Club Party | 32 |
| 9/10 | Preschool Story Hour | 6 |
| 9/14 | Saturday Films | 11 |
| | | |
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| | | |
| | | |
| | | |
| | | |
| | TOTAL | |

Library ____________ Year ____________

## Program Attendance Log

| Date | Name of Program | Number Attending |
|---|---|---|
| | | |
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| | | |
| | TOTAL | |

Sources for forms and information on statistics are listed below. The books can be borrowed on interlibrary loan before a decision is made to purchase any of them for the library collection:

Futas, Elizabeth. The Library Forms illustrated handbook. Neal-Schuman Publishers, Inc., 1984.

Toor, Ruth and Hilda K. Weisburg. The complete book of forms for managing the school library. Center for Applied Research in Education, 1982.

Zweizig, Douglas and Eleanor Jo Rodger. Output measures for public libraries; a manual of standardized procedures. The American Library Association, 1982.

### G. Continuing Education and Inservice Training

The development and improvement of job skills for one's self and for other staff members is a characteristic of a good manager.

**Continuing Education** is a planned learning experience undertaken by an individual for the improvement of personal and job skills. Continuing education is for self development and usually has positive benefits for the library. It includes both formal and informal learning situations and need not be limited to library subjects. For example, training in bookkeeping or accounting may be useful for the librarian, as might workshops or seminars in interpersonal relations.

**Inservice training** is a planned training program which begins after hiring. Its purpose is to improve the effectiveness of an employee in her/his job assignments or to prepare an employee for promotion. It serves the interests of the employing agency.

Opportunities to improve job skills are available from several sources in Alaska:

1. **Formal Courses** which may be offered through one of the universities in Fairbanks, Anchorage or Juneau, or through the Rural Education Department to sites throughout Alaska. Travel is not usually a requirement for students enrolled in classes taught through Rural Education. The audioconferencing network is used for class discussions, lectures and the like.

2. **Workshops** and **seminars** sponsored by library organizations (AASL/Alaska, Media Round Table, Special Libraries chapter) or by other agencies.

3. **Conferences** sponsored by professional associations (Alaska Library Association, Pacific Northwest Library Association), which offer programs for continuing education or improving job skills.

a. **ALN Continuing Library Education Program**

Quality of the learning experience is important. The Alaska Library Association (AkLA) and the Alaska State Library work together to ensure coordination: (1) of long range planning for continuing education and training (2) for quality control. Coordination of continuing education is undertaken by the Alaska State Library. The Continuing Education Committee of AkLA assists in identifying needs, evaluation for quality control, communication, etc.

The ALN Continuing Library Education program is a participant in the national ACT (American College Testing) Registry. This allows the granting of **Continuing Education Units (CEUs)** to participants in approved learning activities. One CEU can be earned for each 10 contact hours of participation in an approved learning activity. CEUs can be earned through participation in workshops or seminars when college credits are not available.

The advantage of participating in the ACT Registry is that it maintains records of successful completion of learning activities for individuals. Transcripts are available to students for a nominal fee, just as they are from colleges and universities.

b. **Professional associations** provide a variety of means to maintain and improve skills. Publications of the professional associations keep members up to date about developments in libraries. Small groups organized in geographic areas hold regular meetings, partly for continuing education purposes.

In Alaska, the library related organizations are:

Alaska Library Association (AkLA)
Sourdough and Newspoke are the official publications

American Association of School Librarians/Alaska (AASL)
Puffin is the publication.

Media Round Table, a subgroup of AkLA

AkLA "chapters" organized in various cities

AkLA "mini-chapters" in communities too small to support a chapter

Special Libraries chapter of AkLA

Other national or regional professional organizations are:

Pacific Northwest Library Association (PNLA)
PNLA Quarterly is the official publication

American Library Association (ALA)
American Libraries is the official publication

These publications contain articles and news about libraries and their services. Some offer program ideas, reviews of materials and other information. ALA has an active publication program. Several of its divisions publish periodicals and/or monographs which can be purchased by non-members.

Annual conferences with workshops, concurrent sessions and exhibits are sponsored by AkLA, PNLA and ALA.

### c. Professional collection

A professional collection is a group of books which has information about managing and operating the library. This is not information on how to use the library but how to manage it. These books are used by the library staff.

Every library should have a professional collection, however small. Below are listed a few books that you might want to consider purchasing for your library. Some of them are used as textbooks in library courses. Some have the answers to questions you might have or have ideas useful in solving a problem in the library.

Rather than just purchasing all of the titles, you can borrow these and other titles on Interlibrary Loan to see which ones best meet the needs of your library.

Bauer, Caroline Feller. Handbook for storytellers. American Library Association, 1977.

Bloomberg, Marty. Introduction to public services for library technicians. 4th ed. Libraries Unlimited, 1985.

Bloomberg, Marty. Introduction to technical services for library technicians. 5th ed. Libraries Unlimited, 1985.

Miller, Shirley. Vertical file and its satellites. 2nd ed. Libraries Unlimited, 1979.

Sinclair, Dorothy. Administration of the small public library. 2nd ed. American Library Association, 1979.

Young, Virginia G. The Library Trustee. 2nd ed. Bowker, 1969.

The following is a series of inexpensive pamphlets on various topics related to public library administration and management. Each lists bibliographies for further reading. They are available for purchase from A.L.A. and are hole-punched for insertion into a 3-ring binder. The "small" library of the series is often much larger than most of Alaska's libraries, but there is much valuable information in these publications.

American Library Association. Small Libraries Publications series.

#1. The trustee of a small public library.
#2. The Librarian as administrator of the small public library.
#3. Fiscal responsibility and the small public library.
#4. Public relations for the smaller library.
#5. Personnel administration in the small public library.
#6. Serving children in small public libraries.
#7. Automation and the small library.
#8. Fund raising for the small library.
#9. Library services for adults.
#10. Library cooperation.
#11. Planning the small public library building.
#12. Reference service in the small library.

## V. COPYRIGHT

Copyright is the right granted by law to an author, composer, playwright, publisher or distributor to exclusive publication, production, sale or distribution of various works. Copyright protection extends to literary, musical, and dramatic works, motion pictures, sound recordings and other audiovisual works, plus other productions and artistic works. The length of time of a copyright is the lifetime of the author plus 50 years.

There are limitations to the exclusive rights of the copyright owner. These limitations are called "the guidelines of fair use." The statutory criteria (federal law) are:

> "(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
>
> (2) the nature of the copyrighted work;
>
> (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
>
> (4) the effect of the use upon the potential market for or value of the copyrighted work."

### Photocopying

Photocopying can be an infringement of copyright law depending on the use and quantity of duplication. In the case of a photocopy machine used by the public and unsupervised by the library staff, neither the library nor its employees can be held liable for copyright infringement.

However, the library is required to post the following notice on or near the unsupervised photocopy equipment:

**"Notice: The copyright law of the United States (Title 17 U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. The person using this equipment is liable for any infringement."**

A few guidelines:

Writings with expired copyrights may be photocopied without restriction.

U.S. government publications generally may be photocopied without restrictions, except to the extent they contain copyrighted materials.

In most cases a school can tape public broadcasting programs off the air and retain such recordings for seven days. A daily news program may be taped for limited use by libraries and schools.

Further information:

Librarian's Copyright kit, available from the American Library Association or through interlibrary loan.

Washington Newsletter, vol. 33, no. 12, October 20, 1981. "Guidelines for off-air recording of broadcast programming for educational purposes".

Reed, Mary Hutchings and Debra Stanek. Library and classroom use of copyrighted videotapes and computer software.

(Single copies available from the American Library Association, Office of Rights & Permissions with receipt of a stamped, self-addressed envelope; 25 or more copies available at 25 cents each).

## VI. PUBLIC RELATIONS/PUBLIC INFORMATION (PR/PI)

All public institutions have some form of public relations whether they recognize it or not. It begins with a smile, in person and over the telephone. It includes a response to a need; rather than indifference. It is attentive listening and enthusiasm. It is a clean, neat and attractive library. It is publicity and promotion, in short, it is everything that interacts with the public.

Libraries should be active community centers where services and programs meet informational and recreational needs--not just buildings where library staff have jobs.

Good Public Relations aim to fulfill the potential of library materials and services, to ensure that the public gets full benefits from the funds it expends for the library.

Public information is similar to public relations. The emphasis is more on informing people of policies, of reporting accomplishments, etc. It includes information about policies such as "Freedom to Read" and book selection; about services like Interlibrary Loan. This is partly what is meant by the term "public information". The goal is to increase the understanding of the role of the public library.

The **general appearance of the library** affects how a person feels about it. Is it clean and attractive? Can you make it more inviting by brightening it with plants inside, flowers outside? Fresh paint, bright colors, new posters and simple instructions are invitations to use the library and to enjoy the visit.

Library staff are essential to good Public Relations. A **friendly welcome** and **helping attitude** toward library users are as necessary as food in the stomach. Courtesy and helpfulness over the telephone are vitally important. A smile can be heard even if not seen.

No library can gain adequate support without a commitment to effective public relations. Public Relations/Public Information involves everyone associated with the library; all board members and the entire staff.

## A. Public Relations

Definitions of Public Relations are complex because Public Relations has so many aspects: publicity, advertising, marketing and promotion; politics, community relations, services to the public and interpersonal relations; appearances and programs.

Professional Public Relations specialists have developed a definition:

> **"Public relations is a planned program of policy and conduct that will build confidence and increase public understanding."**

A planned program with goals and objectives should include communication with different groups of people: the city manager and/or the city council or borough assembly; the library board; library users of all age groups; and potential library users. Planned is a key word. The library needs to:

- * know what it is
- * know who its major audiences are, identifying users and non-users
- * know what services and resources it can deliver
- * set its goals and objectives
- * establish its priorities

Analysis of the community is an aid in establishing goals and objectives. The library board and the library director may know the community well enough to set goals and objectives without outside help, at least initially. In subsequent years surveys might be used, either those designed only for the library or as part of a community survey.

Priorities must be set and various alternatives examined before a course of action can be developed. The goals establish the priorities. There is seldom only one means of working toward a goal so alternatives need to be examined. Factors to consider are:

available resources (supplies, materials, radio station, TV station, newspaper, etc.)

costs

human resources (time, expertise, volunteers)

potential effectiveness

Be realistic in establishing goals, one or two at the most. There is always another year. Let's look at examples of some goals, objectives and activities. Notice that the goals are very broad, and the objectives and activities become increasingly more specific.

**GOAL** "To improve communication with the city and native councils."

**OBJECTIVES** "Establish regular communication with both councils"

"Initiate an informational program about the library and its services for Council members"

**ACTIVITIES** Prepare written reports each month for both councils.

Attend scheduled Council meetings.

Identify council members who seem the most interested in the library and target them to receive information more frequently than the once a month council meetings.

Invite Council members to the library...(to tour the library, try out the new computer, use the microfiche reader, read a story to the children, tell children about their childhood, welcome visiting workshop participants who are meeting in the library),--do whatever fits the situation. One library, before the election, invites all candidates to the library for an open meeting with the community residents.

**GOAL** "To increase awareness of library services and resources.

**OBJECTIVES** "Use media to publicize library resources and services"

**ACTIVITIES** Write a weekly news item for the newspaper.

Organize an Open House with library resources as entertainment (films, videos)

Prepare Public Service Announcements for use over the radio and CBs.

Publish a monthly newsletter listing new books, library programs and activities (or publish a community calendar with library events prominently displayed).

Here are other examples of goals. You can think of objectives to implement the goals. Remember, an objective is measurable. You can see, hear, or count it or in some way prove that it was done.

"To stimulate library use."

"To develop public support" (perhaps for a new library building or an addition, or for fund raising to buy a microcomputer for community use).

"To raise funds to counter a budget cut."

"To eliminate consumption of food and drink in the library." (for understanding and compliance with library policy)

"To promote adults' use of the microcomputer

"To promote products and services resulting from new technology." (ALN, database searches, online catalog)

"To encourage children's reading." (to improve and maintain reading skills)

"To stimulate use of media by non-users and non-readers." (participate in a video circuit)

## ACTIVITIES

The means of implementing objectives are the various activities performed.

**GOAL:** Encourage children's reading

**OBJECTIVE:** Sponsor a Summer Reading Program

PR activities:

1) Meet with teachers of 1st through 6th grades to explain the program, gain their support, gather their ideas.

2) Purchase or prepare promotional information and incentives to read; posters, flyers, bookmarks, balloons.

3) Place posters in the library, the school, grocery stores, post office, and recreation center.

4) Ask school personnel to include announcements of the reading program in their communications with parents, for example, distribute information at the last school performance and with the report cards.

5) Prepare news item for the newspaper and church bulletins.

6) Obtain volunteers to help with weekly fun activities, programs and refreshments. (People who are helping become library supporters).

## SCHEDULE

Time is critical to success. There must be time to prepare materials, or to purchase and receive them; and sufficient time for people to be informed of your plans.

Use a calendar and work backwards from your target dates so that you are prepared for each activity.

### B. Ideas for Publicity and Promotion

*Promote the new*: New services, books, programs, equipment. Examples: (services) copies of legislative bills during the sessions or interlibrary loan; (equipment) photocopy machine, microcomputer, microfiche reader). Promotion can be accomplished through signs in the library, newsletters, newspaper articles, radio announcements, posters, etc.

*Behind the scenes tours*: Invite small groups to see how it is done, interlibrary loan (fiche reader, forms, electronic mail, routing); how to use the microcomputer; what those classification numbers mean and how they work.

*Book fairs* encourage the owning of books. Book fairs can generate money or add books to the library.

*Parades* are fun. Children can dress as story book characters or be the legs of a lo-o-o-ng library dragon or bookworm or anything else appropriate to the library. One parade with *Alice in Wonderland* characters had many children dressed as playing cards decorated with hearts, diamonds, spades and clubs.

*Displays* of hobbies, children's art work, etc., attract other local people. Add realia (3-dimensional items) to book displays for interest for example, a turkey roaster full of cookbooks, or a handful of cooking spoons. Select a theme such as sports, gardens, survival techniques, hobbies or writing research papers. Ideas are everywhere.

*Best book I ever read* or *My favorite book* from adults, children and teenagers involve people and can attract readers. Use only one age group at a time.

*Bookmarks* giving facts about the state, its flag, its flower, the number of square miles, miles of coastline, and other interesting facts. Be sure to have the library name and hours on the reverse side of the bookmark.

Book lists, suggestions for Christmas gifts, holiday books, home reference, best sellers of the year, Newbery and Caldecott awards (see Chapter IV), Notable books of 19.. (annual lists published for adults, young adults and children).

Surveys provide information to the library board and library staff, and also raise awareness of the library.

Newspaper articles should answer the questions who, what, where, when, why and how. The first paragraph should have the broadest view, the most newsworthy information. Quotes add human interest and break up an article so it is easier to read. Sentences should be short averaging 20 words or less.

Radio spots (Public Service Announcements) should be short to fit within station breaks. The number of words delivered by the average radio announcer are:

| | |
|---|---|
| 10 seconds | 25 words |
| 20 seconds | 45 words |
| 30 seconds | 65 words |
| 45 seconds | 100 words |
| 1 minute | 125 words |
| 1½ minutes | 190 words |
| 2 minutes | 250 words |

Bulletin boards can be effective. Color, balance in design, 3-dimensional paper folding, real objects (dried leaves, cotton, buttons, fabric, etc.) add interest. Try to go beyond the obvious to a creative idea.

We now look at libraries from a **marketing** standpoint. Try to compare a good local store with your library. Does it have new and fresh products to attract buyers (new books, new magazines)? How does it advertise (publicity)? Does it attract buyers by special sales (programs)? Does it promote products for special holidays (valentines, Christmas decorations)? Where are these special items displayed? Are they hidden in the back, or located near the entrance to attract attention? How does the store support the community for special events? (How can the library support community events?) How does the store provide for a diverse group of customers (baby food, cereals, fresh, frozen, and canned vegetables, etc.)? The library needs to identify its "markets" too. From looking at stores, we might do the following in the library:

Display some of the most attractive books on the empty spaces at the ends of the shelves. Place them face out so their covers show.

Feature special displays for holidays; or specialized materials like income tax forms and booklets in March and April; lists of suggested books for gifts for children; read aloud titles.

Use posters, mobiles, bookmarks to promote use of the library and publicize special weeks, such as Children's Book Week and National Library Week. The Children's Book Council and Upstart sell a variety of publicity materials.

A library is a little like a business which sells products except the library is selling its services. Tell and show your community what the library offers or people may never know.

## PUBLICITY

Here are some ways to publicize the library:

1. Post signs and notices with library hours in every public building.

2. Write news items about the library for the local newspaper; invite a student to write an article for the school newspaper.

3. Place library flyers and bookmarks with library hours in public buildings for people to take.

4. Have a library sign posted outside your library.

5. Prepare short Public Service Announcements (PSA) for broadcast on the radio. Different stations have different audiences, so try to tailor your message.

Example: "Income tax forms are available at your public library. The library hours are__________".

"Tuesday is dinosaur day at the library. Come hear favorite stories and draw your own dinosaur pet. 10 to 11 a.m."

"New software at the public library so you can write your term paper, type a mailing list, make a poster. Instruction by ________every Wednesday evening between 7 and 9 p.m."

"Now you can register to vote at the public library. By registering before ____________you'll be able to vote in the next election." Hours are ____________".

Books about public relations, publicity, library exhibits and bulletin boards can be borrowed through interlibrary loan. A few titles are listed below and others can be found in the Alaska Library Network Catalog. Some appropriate subject headings are:

105

PUBLIC RELATIONS--LIBRARIES
LIBRARY EXHIBITS
BULLETIN BOARDS

Some helpful books:

Eastman, Ann Heidbreder and Roger H. Parent. Great library promotion ideas, JCD library public relations award winners and notables 1984. American Library Association, 1984.

Edsall, Marian S. Library promotion handbook. Oryx Press, 1980. (comprehensive, a good first choice)

Garvey, Mona. Library displays; their purpose, construction and use. H. W. Wilson Company, 1969. (lots of easy ideas)

Moran, Irene E. The Library public relations recipe book. American Library Association., 1978.

Sherman, Steve. ABC's of library promotion, 2nd ed. Scarecrow Press, 1980.

Periodicals with ideas, articles and some graphics:

The Library imagination paper. Carol Bryan Imagines, 1000 Byus Drive. Charleston, WV 24311. (quarterly, $16/yr.)

Library PR news. P.O. Box 687, Bloomfield, NJ 07003. (bimonthly, $15/yr.)

## VII. VOLUNTEERS AND FRIENDS OF THE LIBRARY

### A. Volunteer programs

Some libraries have active volunteer programs, people who work in the library without salary or wages because they like libraries and believe in the value of them. Volunteer programs can be very effective when well administered and supervised.

Some volunteer activities are minor commitments, like cookies for a storyhour or a reading club party. Other volunteer jobs may be a major commitment of time, like keeping the library open one afternoon every week, or one day every month. Or it might be managing the film program held at the library every Friday night, or telling stories one morning a week during the summer.

All that is needed for volunteers to bring cookies for a storyhour or library party is a sign-up sheet. For important library programs, something more formal is better.

When seeking volunteers, don't think or imply a lifetime commitment. Sometimes people want to volunteer for only a short period of time, or for one project or one activity. If volunteers have a successful experience in the library, they can make another commitment if they wish to continue.

Dissatisfied volunteers leave for a variety of reasons; unclear expectations, lack of supervision, lack of meaningful experiences (drudgery jobs), lack of personal rewards. An exit interview can help identify problems in a volunteer program.

Volunteers for major library services, functions or programs can be regarded as staff, unpaid staff. As staff, their positions, tasks or projects should have job descriptions, goals and objectives. As staff, they should receive both evaluations and recognition of their contributions to the library.

## B. Establishing a volunteer program

Some libraries even have a volunteer who manages the volunteer program. The programs don't just happen; they must be organized and developed. Some basic steps in establishing a volunteer program:

1. **Planning.** Involve other library staff members (or the library board in a really small library) from the beginning. Determine the needs of the library.

What are the priorities, the objectives? What needs to be accomplished and what skills are needed to do it? How long will it take to complete the activity you are planning?

2. **Recruitment.** Write a job description. Determine the tasks to be performed; the skills and experience needed. Publicize the volunteer opening in the library and places where you think people might see and read it.

3. **Interview applicants.** During the interview the applicant should be asked, "What do you want to get from this volunteer experience?" Sometimes the person wants to gain certain skills to qualify for a paid job. You can ask, "What personal and work goals are important to you in considering a volunteer job?"

Someone may have experience which could be of real value to the library so ask questions that bring out other skills. "What kinds of jobs have you held in the past, either paid or not paid?" "Which jobs did you like?" "What tasks did you not like to do?" Perhaps the individual has done some public relations work in the past. That could be a valuable contribution for the entire library program or for a fund raising event for the library. Other ideas for volunteer activities may emerge from the discussion.

It may become obvious during the interview that the person is a good choice for the job. Or it may be that the person cannot fill the position you have available.

4. **Orientation.** Once you have selected a volunteer, that person should be given the same orientation as that of the paid staff. Everyone working in the library represents the library to others. They will be asked questions about the library or may tell a friend about materials or services of the library. Because of that interaction with other members of the community, it is important to explain the activities going on in the library, the job responsibilities of the volunteer and the contribution the volunteer is making to the operation of the library.

5. **Training and supervision.** The purpose of training is to enable the person to perform adequately. Be specific about the tasks you want performed. Provide the procedure manual, the checklists or written instructions that will help the volunteers perform their duties in a satisfactory manner.

Have the volunteers keep time sheets so that you can document the hours donated to the library. Be courteous; greet volunteers when they arrive and thank them when they leave and smile.

Treat the volunteers as regular employees. Include them in staff meetings. Invite them to participate in social functions of the staff; potluck dinners, the Christmas party, etc.

6. **Recognition.** People have good feelings about themselves when they know that something they are doing is important to others. Appreciation of volunteers is very important to keeping people.

Recognize volunteers publicly. Mention their names to the City Council and the number of hours they have contributed. Write a letter to each volunteer thanking her/him for assistance in the library. Mention them in the newspaper or in a newsletter. Celebrate outstanding projects or achievements. Have a birthday cake on their day. Promote a "Volunteer of the Month" program. Write letters of recommendation when requested.

National Volunteer Week is in April of every year. Recognize your volunteers and their contributions during that time.

7. **Evaluation.** There are two targets for evaluation in a volunteer program; the program itself and the volunteer.

How successful was the library in attracting and managing volunteers? Were there job descriptions for the important volunteer programs and activities? Did the library establish objectives and performance standards for the volunteer job(s)? Was the library program improved? What was accomplished that couldn't have been accomplished without the volunteers? Did the results warrant the investment of time?

Did the performance of the individual measure up, meet or surpass the objectives of the project? What deviations occurred from the plan? Were these necessary or helpful or did they detract from the objectives?

Volunteers can be a valuable resource to the library. A good program requires time, time to plan, to train, to review. Successful volunteers can be another voice for the library in the community.

### C. Friends of the Library

Friends of the Library groups exist throughout the United States for libraries of all sizes and types. To be effective the activities and functions of a Friends group need to be specified from the very beginning.

The Friends group does not make policy; that is the responsibility of the library board. The group should not interfere in operation of the library; that is the responsibility of the staff.

Friends of the Library groups usually try to help in:

promotion of the library (public relations)

fund raising

Members can make more of a contribution to the group when purposes have been stated and goals and objectives have been set. As an example, here are some stated purposes from Friends of the Library groups in other states:

...to create public interest in the library

...to promote increased knowledge of its services and needs; and to foster public support for the necessary development of the library so that it may serve the needs of the population

...to assist in bringing to the library...funds for special needs which the budget cannot accomodate

...to aid in the provision of adequate housing and other facilities for the library

The sizes of the Friends groups vary from large to small. While having a great number of members can be of help in obtaining funding, usually progress is the result of a comparatively small number of people. Those members with a concern for the improvement of the library and of the community are key members. Also, the members must be willing to contribute their time and creative ideas.

Ideas for projects for a Friends group should be discussed among the library director, the Library Board and the Friends of the Library. Ideas can come from any of these sources, but everyone should be working toward common goals with the responsibilities of each clearly defined.

Similarities exist between Volunteers and Friends groups, and some members of Friends groups also work in volunteer programs in the library. The difference lies in the organization. A Friends group operates outside the library administrative structure while a volunteer program is very much a part of the operation of the library.

## Chapter IV

# The Library Collection

- I. Books - Evaluation and Selection
  - A. Standard Catalogs
  - B. New Books - Selection
  - C. Reference Books
  - D. Award Winning Books
  - E. Media Promotion
  - F. Best Sellers
  - G. Bibliographies
  - H. Alaska and the Arctic
  - I. State Documents
  - J. "How To" Books
  - K. Lease Plans
  - L. Book Clubs
  - M. Paperback Exchange
- II. Books - Ordering
  - A. Hardback or Paperback
  - B. Books in Print
  - C. Standing Orders
  - D. Open Purchase Order
  - E. Order Forms

F. Book Jobbers

G. Pre-processing Services

H. Binding & Prebinding

III. Books - Processing

A. Pre-processing

B. Specifications

C. Processing Kits

D. Catalog Card Sets

IV. Magazines (Periodicals) - Evaluation and Selection

A. Periodical Reviews

B. Back Issues

C. Periodical Indexes

D. Periodicals - Selection

E. Periodicals - Alaska

V. Periodicals Ordering

A. Subscription Agencies

B. Periodicals - Receipt

VI. Media

A. Types of Media

B. Media Selection

C. Schwann Catalogs

D. Sources to Purchase Media

E. Processing Kits

VII. Vertical File

VIII. Weeding

# The Library Collection

Building and maintaining a good library collection is one of the most challenging tasks of the librarian. The community library belongs to the local residents, therefore the collection must reflect their interests and information needs and the goals and objectives of the library.

Reading interests in the community are learned in many ways. Some of these are:

- by the types of books checked out
- by questions people ask
- by requests to borrow certain books or magazine articles from other libraries (interlibrary loan)
- by surveys
- by the quantities of books checked out in certain subject areas or by certain age groups

a. Books checked out:
The section in the manual on statistics discusses record keeping by classification number and by reading level (picture books, juvenile, young adult, adult). Statistics can provide information in the types of books likely to be of interest in the community.

b. Questions people ask:

People sometimes ask questions about the library collection.

*"Do you have any books on constructing a barrel stove?" (...or building a log cabin?...or repair of snow machines?)*

*"Are there any more books by Judy Blume?" (or Michener or Dr. Seuss, etc.)*

*"Do you have any new westerns?" (or mysteries, or romances, etc.)*

*"Does the library subscribe to a computer magazine?"*

*"Where are the Encyclopedia Brown books?"*

You can write these subjects, authors and titles on a piece of paper as a list to "consider for purchase" and file the list until the time comes to make selections and place orders. In the meantime, if the library doesn't have the desired material, the librarian can borrow items on interlibrary loan.

Some libraries post sheets for users to write their recommendations. For example a sheet of paper headed "please buy more books about:" or "My favorite author is:" or "I enjoyed reading:" or "Please order:"

c. Survey:

A survey is a more formal means of identifying reading interests. The library board can help write the survey questions and conduct the survey. A survey also publicizes the library.

Here are some sample questions, and you can think of others:

*Which magazines and/or newspapers would you like to have in the library?*

Example: Alaska Geographic, an Anchorage newspaper, etc.

*What kinds of books do you like to read: Westerns, mysteries, suspense, historical fiction, best sellers, biographies, other?*

*What topics do you think would be useful to have in the library?*

Example: child care, snow machine and truck repair, electrical wiring for the home, needlework, etc.

*Who are your favorite authors?*

*What haven't you been able to find in the library?*

Good book selection, appropriate to local interests and needs is essential to a library's success. Milo Nelson, editor of Wilson Library Bulletin, said it this way:

> "... Our attention finally came to rest on the few thousand books that comprised the Jubilee Library. There were none of the sort of things we had hoped to find. We confronted a dreary assortment of novels in English and Dutch, some children's books, broken sets of obsolete reference works. It was a disappointment...

> "The power that a public library enjoys comes in part from community support, local government, trustees, special interest groups, important donors, and the quality of the staff. But fundamental power resides in the quality of the collection itself...
>
> "Very small libraries, it occurred to us, require a more astute and rigorous collection development policy than do larger institutions. This was the bibliographic lesson we carried away...
>
> Nelson, Milo. "Letter from St. Maarten/Editorial." Wilson Library Bulletin, v. 57:2, Oct. 1982, p. 103.

## I. BOOKS - EVALUATION AND SELECTION

As time passes, many of the books have been read by people interested in them. The books sit on the shelf year after year without being checked out. Or the information in the books has become old, outdated, inaccurate. Books also wear out; you will find this particularly true of children's books. These are some of the reasons for discarding books.

Collection management, therefore, involves several factors:

1. Reference and informational needs of the community
2. Reading interests of the community
3. Evaluating, selecting and ordering - Books, Magazines, Media
4. Weeding or discarding

A school library needs books selected for the grades and abilities of the students, supportive of the school curriculum, and providing the resources necessary for the teachers.

A public library, however, serves the entire community. It needs books of interest to people of all ages; books for preschool children, such as picture books, easy reading, nursery rhymes, etc. The library must also have books for children of elementary and junior high school age, young adults and adults.

The collection needs to include fiction or story books and non-fiction or true books. Examples of non-fiction are books of facts, biographies of real people (the lives of people), factual information about animals and plants, histories, reports of actual happenings, books which answer questions of various types, etc.

One type of non-fiction, generally considered separately, is "reference" books. Reference books differ from other non-fiction in the way they are designed and used. Reference books are consulted for items of information and are usually not read from cover to cover. Good examples of this use are encyclopedias, dictionaries, state laws, indexes, the Alaska Blue Book, a telephone book, a directory (listing of names and addresses), etc.

Most non-fiction books are not reference books for they are meant to be read for information and for pleasure.

## QUANTITY or QUALITY?

Too much emphasis can be placed on the **number** of books in the library. More important are the quality and the use made of the library collection. A book should not be selected only on the basis of good literature. Potential readers are of equal importance.

A small library has particular problems in selection of materials. The budget is small. Selection is very difficult when there is $1,000 or less to purchase new materials. In a budget of $100,000, a few mistakes can be absorbed. Ten books never used can amount to 10% or more of a budget of $1,000.

Thousands of books, magazines and media are being published each year. Librarians need help in selecting the best titles and those most likely to be used, for one cannot actually see every book that has been published. Librarians, media specialists, teachers, etc., throughout the United States cooperate in selecting and recommending titles they have found to be useful and well liked. Their recommendations are published in books and periodicals, many of which can be borrowed from the State Library offices or the Regional Resource Libraries.

To make good selections, you first need to know what is already in the collection, judge the quality of the materials and determine their use. This is done to:

1. Determine the subjects and authors represented
2. Evaluate the quality and use of those titles
3. Identify subject areas and authors not represented

With the above information, the community librarian can:

1. Select standard, core titles to meet the information needs in the community
2. Select the best of the new titles to meet the needs and interests of the community.

## A. "The Standard Catalogs"

Key resources for evaluating a library collection and for selecting books are the standard catalogs, a series published by the H.W. Wilson Company. Prices are 1986.

* Children's Catalog audience: pre-school--grade 6

Includes fiction and nonfiction recommended for public and school libraries; indexed by author, title and subject. Bound volume plus four annual supplements, $54.

* Junior High School Catalog audience: grades 7-9

Includes fiction and nonfiction useful in public and school libraries; indexed by author, title and subject. Bound volume plus four annual supplements, $80.

* Senior High School Catalog audience: grades 9-12

Includes fiction and nonfiction appropriate to young adults in public and school libraries; indexed by author, title and subject. Bound volume plus four annual supplements, $70.

* Fiction Catalog audience: high school--adult

Includes novels and short stories in a much more extensive list than the Senior High School Catalog above: indexed by title and subject. Bound volume plus four annual supplements, $80.

* Public Library Catalog audience: high school--adult

Nonfiction only, an extensive list arranged by subject and Dewey Decimal Classification number; indexed. Bound volume plus four annual supplements, $140.

A sample page from each title follows. The catalogs are all available from: H.W. Wilson Company

The five catalogs are published on a staggered basis. This enables a library to make a major purchase, such as this, one title per year. These titles may also be borrowed on interlibrary loan from the Alaska State Library offices in Anchorage, Fairbanks and Juneau or from the Resource Library in each region.

Other Bibliographies of recommended books are listed in the Appendix.

**Glubok, Shirley**—*Continued*

The art of colonial America; designed by Gerard Nook. Macmillan Pub. Co. 1970 48p illus $7.95 (4 and up) 709.73

1 Art, American
ISBN 0-02-736070-9 LC 77-102964

This "book shows the development of American arts and crafts from their primitive beginnings in the 1600's to their coming of age in 1776. Growing freedom, affluence and sophistication are reflected in such objects as silver, glass, pottery, needlework, furniture, architecture, and painting. . . . Excellent black-and-white photographs illustrate the simple, factual text, which, however, is rather stilted in its museum-catalog style. . . . This will be helpful for elementary study of colonial history as well as of American arts and crafts." Sch Library J

The art of the new American nation; designed by Gerard Nook. Macmillan Pub. Co. 1972 48p illus $7.95 (4 and up) 709.73

1 Art, American
ISBN 0-02-736140-3 LC 76-160073

A presentation of American art from 1776 to 1826. Among the forms highlighted are portraits of America's heroes by Gilbert Stuart and Mather Brown; canvases of Revolutionary battles by John Trumbull; and paintings by Samuel F. B. Morse and Robert Fulton—artists as well as inventors. Included also are public and private buildings, furniture, and silver

"Illustrated with photographs and reproductions. . . . The photographs are excellent, although a few color plates might have added a new dimension; the brief text is competent if unexciting, perhaps because so slim a volume can only suggest rather than explore so large a topic. A functional compilation." Horn Bk

The art of the Spanish in the United States and Puerto Rico; designed by Gerard Nook; photographs by Alfred Tamarin. Macmillan Pub. Co. 1972 48p illus $7.95 (4 and up) 709.73

1 Art, Latin American
ISBN 0-02-736130-6 LC 75-185218

An examination of the Spanish contribution to art and architecture in Florida, Texas, New Mexico, Colorado, Arizona, California and Puerto Rico, including homes, churches, forts, furniture, tinware, weaving and embroidery

"In the readable style and attractive format of Glubok's other titles, this provides an overview of the rich Spanish influence on art and architecture. . . . Of particular interest are the 'santos,' small carved and painted statues representing characters from legends and Bible stories. Brief summaries of these stories add interest to the book which will increase reader understanding and awareness of Spanish art heritage." Sch Library J

## 709.98 Eskimo art

**Glubok, Shirley**

The art of the Eskimo; designed by Oscar Krauss; special photography by Alfred H. Tamarin. Harper 1964 48p illus lib. bdg. $8.79 (4 and up) 709.98

1 Eskimos—Art 2 Eskimos—Social life and customs
ISBN 0-06-022056-2 LC 64-16637

This introduction to Eskimo art shows masks, ivory carving, soapstone carving, dolls, decorative pipes, recent graphic arts, and other arts and crafts, covering a span of more than a thousand years

"Once again an excellent selection of museum pieces is displayed in handsome photographs—many set on colored pages—to awaken interest in another culture. . . . Partly because so many Eskimo groups are represented, the text suffers from oversimplification and lack of unity." Horn Bk

## 711 Area planning

**Macaulay, David**

City; a story of Roman planning and construction. Houghton 1974 112p illus $9.95 (4 and up) 711

1 City planning—Rome 2 Civil engineering 3 Architecture, Roman
ISBN 0-395-19492-X LC 74-4280

"By following the inception, construction, and development of an imaginary Roman city, the account traces the evolution of Verbonia from the selection of its site under religious auspices in 26 B.C. to its completion in 100 A.D. A miliary camp set up by soldiers and slaves becomes the basis for an expanding community, which—in the course of its growth—builds roads, a bridge, walls, water and sewage systems, a marketplace, and a religious and civic center, as well as areas for relaxation and entertainment." Horn Bk

"Like his impressive 'Cathedral,' a Caldecott Honor Book of 1973, [entered in class 726] Macaulay's 'City' is large in concept as well as in size, profusely illustrated with fascinatingly detailed drawings, and written with clarity and authority. . . . Younger children . . . may not understand every detail but can browse through the text and pore over the pictures." Chicago. Children's Bk Center

Glossary: p112

## 720.9 Architecture—History

**Paine, Roberta M.**

Looking at architecture. Lothrop 1974 127p illus map lib. bdg. $7.92 (4 and up) 720.9

1 Architecture—History
ISBN 0-688-51553-3 LC 73-17718

This book considers "varied aspects of architecture as exemplified by specific structures: the Parthenon, the Pantheon, the pyramids and temples of Mexico, the Taj Mahal, Gothic churches, and skyscrapers—to mention only a few. . . . The architectural milieus include Africa and Asia as well as Europe and America; and structures of the modern world are discussed as well as those of antiquity, the middle ages, and the Renaissance." Horn Bk

"Profuse black-and-white photographs and reproductions illustrate the text." Booklist

Glossary of building materials: p115-19. Notes on the architects: p120-24. For further reading: p125

## 722 Ancient and Oriental architecture

**Leacroft, Helen**

The buildings of ancient Egypt [by] Helen and Richard Leacroft. Young Scott Bks. 1963 39p illus map lib. bdg. $7.95 (5 and up) 722

1 Architecture, Egyptian 2 Egypt—Civilization
ISBN 0-201-09141-8 LC 63-24455

This book describes "architectural details, processes of building, and the furnishing of three different styles of pyramid-tombs and other temples . . . also houses, from reed and mud-daubed huts to the mud-brick house and estate of nobleman and royalty. Particulars of social structure give insight into the way the Egyptians lived." Horn Bk

"Useful as a supplement to study of architecture through the ages." Wis Library Bul

The buildings of ancient Greece [by] Helen and Richard Leacroft. Young Scott Bks. 1966 40p illus maps lib. bdg. $7.95 (5 and up) 722

1 Architecture, Greek 2 Civilization, Greek
ISBN 0-201-09143-7 LC 66-12056

The book tells of "the domestic and public architecture of Greece, from prehistoric times to 300 B.C., against a background of early Greek life." Hodges. Bks for Elem Sch Libraries

This work "is more technical than the jacket would suggest. It is about 50 per cent illustration, the text is clear and concise and many of the diagrams are highly detailed. Excellent for budding architects as well as historians." Times (London) Literary Sup

## 796.91 Ice skating

**DeLeeuw, Dianne.**
Figure skating [by] Dianne DeLeeuw with Steve Lehrman. Atheneum Pubs. 1978 168p illus $8.95 796.91

1 Ice skating
ISBN 0-689-10820-6 LC 77-76798

The authors cover all areas of the sport, from the proper way to lace a shoe to how to execute spins and jumps

Partial contents: History of skating; Equipment; General safety pointers; Falling and getting up; Sculling; Stroking; Crossovers; Stops; Jumps; Spins; Skating competition; Ice dancing

Glossary: p158-68

**Ogilvie, Robert S.**
Basic ice skating skills; an official handbook prepared for the United States Figure Skating Association. Lippincott 1968 176p illus $10.95, pa $6.95 796.91

1 Ice skating
ISBN 0-397-00618-0; 0-397-00519-9
LC 68-54414

"Practical, easy-to-follow instructions in ice-skating skills for the beginner, adult or youngster. After discussion of preliminary questions and equipment the text covers the fundamentals with the skills presented in a carefully worked-out sequence for successful learning and the more complex techniques of free style, ice dancing, and the skating of geometrical patterns. Many action photographs." Booklist

Glossary and index: p171-76

**Sullivan, George**
Better ice skating for boys and girls. Dodd 1976 64p illus lib. bdg. $4.95 796.91

1 Ice skating
ISBN 0-396-07339-5 LC 76-12425

The author "discusses the three forms of ice skating—figure, speed, and power—in a thorough, clearly written account of this popular sport. Basic techniques of stroking and stopping are described along with more advanced forms of crossover, turns, jumps, and spins. Maintaining that proper, correctly fitted equipment is vital to good skating, the author surveys boots, blades, clothing, and care of equipment. Helpful diagrams of positions and sequential black-and-white photographs are included as well as a brief history of the sport." Booklist

## 796.93 Skiing

**Baldwin, Ned**
Skiing cross country. McGraw 1977 174p illus pa $6.95 796.93

1 Skies and skiing
ISBN 0-07-082450-8 LC 78-305870

"A brief history and thorough guide to practical aspects of a sport steadily gaining in popularity. The easily followed advice on ski site selection, equipment and clothes, conditioning techniques, and hazards, as well as on backpacking on skis, is attractively presented with photographs and drawings. Chronology, glossary, and references appended." Booklist

Bibliography: p173

**Bauer, Erwin A.**
Cross-country skiing and snowshoeing. Winchester Press 1975 210p illus $8.95 796.93

1 Skis and skiing
ISBN 0-87691-200-5 LC 75-9265

The author-photographer "touts the quiet pleasures of cross-country skiing and snowshoeing for the person of average strength and coordination, offering advice on choosing necessary equipment and clothing as well as the fundamentals of the sports. The corollary pleasures of fishing, hunting, trapping and photography are included in Bauer's appealing soft sell as he shares favored areas in the U.S. and Canada to get away from it all." Booklist

Bibliography: p205-07

**Coombs, Charles**
Be a winner in skiing. Morrow 1977 127p illus $6.25, lib. bdg. $6 796.93

1 Skis and skiing
ISBN 0-688-22131-9; 0-688-32131-3
LC 77-2621

"Easy-to-follow details of basic maneuvers and preparatory exercises are joined by numerous tips on renting or buying the necessary equipment." Booklist

Includes glossary

**Lyttle, Richard B.**
The complete beginner's guide to skiing. Doubleday 1978 149p illus $6.95, lib. bdg. $7.90 796.93

1 Skis and skiing
ISBN 0-385-09717-4; 0-385-09719-0
LC 77-25602

"Following an excellent glossary, Lyttle highlights the history of skiing, discusses physical preparation (suggesting sensible shape-up exercises), and offers advice on equipment selection—from boots and skis to poles and outerwear. Basic techniques for walking, turning, falling properly, climbing, etc., are described along with more advanced maneuverings such as parallel Christies and shortswings. Instructions are designed to support, not supplant, formal lessons. Closing sections review the attractive features of specialty skiing—cross-country, jumping, freestyle, and racing—and provide safety tips." Booklist

## 796.96 Ice hockey

**Coombs, Charles**
Be a winner in ice hockey. Morrow 1974 128p illus $6.48, pa $2.45 796.96

1 Ice hockey
ISBN 0-688-25099-0; 0-688-30099-5
LC 73-10769

This book "treats fundamentals of rules, skating, stickhandling, shooting, and passing. The advice is thorough and sound. Photographs of youngsters demonstrating techniques are generally excellent; but, action illustrations of professionals are not nearly as useful." Sch Library J

**Lyttle, Richard B.**
Basic hockey strategy; an introduction for young players; foreword by Harry Sinden; illus. with diagrams by John Lane. Doubleday 1976 131p illus $6.95, lib. bdg. $7.90 796.96

1 Ice hockey
ISBN 0-385-04591-2; 0-385-04961-X
LC 75-32550

A how-to book on playing hockey which discusses passing, stickhandling, shooting, checking, goaltending, and killing penalties plus other offensive and defensive strategies. Physical and mental preparation, and game rules are also covered

**Mulvoy, Mark**
Sports Illustrated Ice hockey, by Mark Mulvoy and the editors of Sports Illustrated; illus. by Ilse Barnett. Lippincott 1971 95p illus $5.95, pa $2.95 796.96

1 Ice hockey
ISBN 0-397-00835-X; 0-397-00836-8
LC 78-156366

"The Sports Illustrated library"

This introduction to the sport discusses the rules of the game, the equipment, skates and skating, the use of the hockey stick, the technique of offensive and defensive play and goaltending

**Sullivan, George**
Better ice hockey for boys. [New and updated ed] Dodd 1976 [c1965] 64p illus lib. bdg. $4.95 796.96

1 Ice hockey
ISBN 0-396-05595-8 LC 65-27389

**Haskins, James**—*Continued*

"A John Day book"

"This book on the movement to provide disabled Americans with their basic civil rights is an . . . overview of the efforts made by organizations and individuals in this area. The book is structured around the United Cerebral Palsy's 'Bill of Rights for the Handicapped,' with chapters covering the medical, educational, and economic aspects of these rights, as well as the problem of accessibility." Children's Bk Rev Serv

"The text gives a greater understanding of the militant attitudes of some handicapped people and of the apathetic and sometimes hostile attitudes of the non-handicapped society. New terms are explained well and a concise synopsis of the myriad laws affecting the handicapped passed in the last decade is included. A seven-page bibliography and numerous photographs round out an excellent beginning text for this highly current and controversial subject." Sch Library J

Who are the handicapped? Doubleday 1978 190p illus $6.95, lib. bdg. $7.90 362.4

1 Physically handicapped 2 Mentally handicapped
ISBN 0-385-09609-7; 0-385-09610-0 LC 76-2777

"Haskins takes a long and sober look at the position of handicapped members of our society, discussing the attitudes of the past and the present, and describing some of the ways 'normal' people help or further handicap them now or can further help them in the future. Separate chapters focus on the different types of handicaps, with special emphasis on handicapped children. As in other books by this author, the evidence of careful research is equalled by the high quality of organization and lucidity of the text. A glossary, an index, and an extensive divided bibliography are appended." Chicago. Children's Bk Center

**Mitchell, Joyce Slayton**

See me more clearly; career and life planning for teens with physical disabilities. Harcourt 1980 284p $8.95 362.4

1 Physically handicapped 2 Vocational guidance
ISBN 0-15-272460-5 LC 79-3768

"In a serious, matter-of-fact approach to the problems of adolescents with physical handicaps, Mitchell encourages them to face the physical limitations of their condition, assess their abilities and potential, fight the stereotyped attitudes they encounter, and plan for the careers they choose. The special problems or limitations of particular kinds of handicaps are discussed in separate chapters. . . . Practical advice on coping with fearful or overprotective parents, with peers, prospective employers, etc. is included. A special section on vocational guidance, a list of sources for further information and help (by disability), of facts on getting about (by state), and a divided bibliography are included, as is an index." Chicago. Children's Bk Center

This book covers "such diverse topics as teenage sexuality, the disabled student in the classroom, the invalidity of standardized achievement/intelligence tests for the disabled and how to correct this bias, work discrimination, and life skills for coping. Mitchell's style is clear and fluid and she includes many quotes revealing the feelings and thoughts of disabled teens and adults. No school or public library should be without this book, which is a first and major contribution to the mainstreaming and acceptance of the disabled by themselves and by society." Sch Library J

**Spradley, Thomas S.**

Deaf like me [by] Thomas S. Spradley [and] James P. Spradley. Random House 1978 280p $10.95 362.4

1 Deaf 2 Deaf—Means of communication
ISBN 0-394-42525-0 LC 77-90293

"Coauthor Thomas acts as narrator of his family's story. . . . Parents of a healthy four-year-old boy, Tom and Louise were worried about their infant girl Lynn because Louise had had German measles during pregnancy. But the baby seemed bright and perfectly normal until the parents' suspicions that Lynn was profoundly deaf were confirmed. In her soundless world, the child mimicked the lip movements of her brother and others, silently. . . . The Spradley's were coerced by authorities into following educational programs that deny deaf children the use of sign language." Pub W

"After five years of relentless, frustrating training sessions, the Spradleys learned that only a minuscule percentage of those born without hearing ever develop comprehensible speech patterns. Within a few months of turning to sign language, the barrier to communication was eliminated; the touching description of a family's ordeal and achievement is impressive." Booklist

## 362.7 Problems of and services to young people

**The Alan Guttmacher Institute**

Teenage pregnancy: the problem that hasn't gone away. The Institute 1981 79p illus pa $5 362.7

1 Pregnancy 2 Unmarried mothers 3 Youth—Sexual behavior 4 Birth control

"In 1976 The Alan Guttmacher Institute published '11 Million Teenagers'. It was primarily a statistical compilation in chart form of what was then known about adolescent sexuality, contraceptive use, pregnancy, childbirth, abortion and the health and social consequences of teenage childbearing. The chartbook specified services available to prevent adolescent births and to help pregnant teenagers and teenage parents to cope with the serious problems that they faced. . . . [Similar in format] this new publication about teenage pregnancy is more comprehensive and detailed than its predecessor. It benefits from the considerable research undertaken in the 1970s. . . . Pregnancy rates among U.S. teenagers are increasing, and teenage birthrates, though declining, are still among the highest in the world. The decline in births is largely contingent on continued access to legal abortions. . . . Unwanted pregnancies, not just unintended births, have adverse consequences for teenagers. . . . Solution of this problem is not simple or single-faceted. In the pages that follow, we attempt to assemble the facts in a way that will make reaching a reasoned solution more possible and less painful than it has been in the past." Introduction

Sources and detailed notes: p72-77

**America's** troubled children [ed. by] Jeanne Burr and Melinda Maidens. Facts on File 1980 184p lib. bdg. $19.95 362.7

1 Children in the U.S. 2 Problem children 3 Child welfare
ISBN 0-87196-369-8 LC 80-20561

"The book's goal is to present a diverse sampling of American journalistic thought on the nation's troubled youth. Comparable in format to other Facts On File treatments, this consists of reproduced newspaper editorials from around the country, with some explanatory commentary on a variety of topics pertinent to the social problems of young people—changing family patterns, education, unemployment among teenagers, juvenile crime and justice, child abuse, alcohol and drug abuse, teen sexual activity, etc. A good source of regional opinion." Booklist

The **Battered** child; ed. by C. Henry Kempe and Ray E. Helfer. 3d ed. rev. & enl. Univ. of Chicago Press 1980 440p illus $25 362.7

1 Child abuse
ISBN 0-226-43033-3 LC 80-14329

First published 1968

"The causes, handling, and prevention of child abuse are analyzed in terms of medical, psychiatric, social, and legal aspects and implications by specialists in the appropriate disciplines. A constructive, humanitarian approach is dominant, emphasizing the need for help to and reeducation where possible of the injuring parents along with profound consideration of the child-victim." Booklist [review of 1968 edition]

**Berry, James R.**

Kids on the run; the stories of seven teenage runaways. Four Winds 1978 105p $6.95 362.7

1 Runaways
ISBN 0-590-07507-1 LC 77-15545

"Seven interviews with young people who have been runaways are framed by a first chapter that describes the causes and problems for such young people, and by a last chapter that gives advice on

**Lambert, Derek**

*The Red Dove. Stein & Day [1983 c1982]* 236p $14.95

ISBN 0-8128-2913-1 LC 82-42637

"The Russians have developed a spaceship, the 'Red Dove,' supposedly for peaceful purposes, but which actually carries a hydrogen bomb capable of killing 3 million people. The plot includes a love affair of sorts between a Russian ballerina and the Soviet cosmonaut/protagonist, and also concerns an American astronaut who has gone to Moscow as an alleged defector. Lambert . . . has written an adventurous tale that holds the reader in suspense as the 'Red Dove' hurtles toward the U.S." Booklist

**L'Amour, Louis**

The Cherokee Trail. Bantam Bks. 1982 179p $12.95

ISBN 0-553-05029-X LC 82-90288

"The leading character [of this novel] is a woman, Southern born and bred, who is left a widow with a small girl in Colorado of the 1860s. She is a tough lady who believes anything a man can do, she can do, and does. As the only woman operator of a station on the Cherokee Trail, Mary Breydon battles enemies with her guns, brains, and supportive friends, male and female. . . . As always, L'Amour respects the history and nature of the West: His characters and language are representative; his details of life on a station are accurate." Library J

The lonesome gods. Bantam Bks. 1983 450p illus $14.95

ISBN 0-553-05014-1 LC 82-45945

"In the early 1840s six-year-old Johannes Verne survives abandonment in the desert to spend his growing years dreaming of vengeance for the murder of his father and defending himself against enemies, including his grandfather, who are determined to kill him. The pace is almost leisurely, and the book is filled with splendid descriptions of the desert country, historical facts, and nature lore. An absorbing story of the early years of California with plenty of action, gun play, heroes, and villains." Library J

**Laumer, Keith**

Retief to the rescue. Timescape Bks. 1983 237p $14.95

ISBN 0-671-45699-7 LC 82-10830

Another novel featuring the author's intergalactic diplomat Retief, "a two-fisted pragmatist who, unlike his bosses, doesn't mind getting his hands dirty. [Here Retief] goes out into the field to find out what's really going on. In this case, the wormlike denizens of Furtheron, known as Creepies and Crawlies, are being kept in a perpetual state of fratricidal war so their planet's mineral riches can be stolen. He then proceeds to solve the problem with a little judiciously applied force and lots of cleverness, saving the jobs of the pompous incompetents he has to work under. Laumer's satire of diplomatic and bureaucratic idiocy is as apt today as when he began the series 20 years ago." Pub W

**Laurance, Alice**

(jt. ed.) Asimov, I. ed. Speculations

**Laurence, Michael J.**

(jt. auth.) Foxworth, T. G. Passengers

**Law-Yone, Wendy**

The coffin tree: a novel. Knopf 1983 195p $12.95

ISBN 0-394-52957-X LC 82-48717

"An odyssey which takes the reader from the childhood of a girl born of a well-to-do family in a modern Burma immersed in political turmoil, to the grown young woman forced by the same political circumstances and parental concern to immigrate with her older half-brother to America. A strength of the novel is that it presents the United States from the eyes of an intelligent and perceptive person disadvantaged by poverty, culture, and race (thereby forcing this reader to confront subtle and hidden prejudices within herself and American society as a whole). Once in the United States, the novel's heroine, by nature proud, pragmatic, and controlled . . . breaks down under the strain of seeing the one person she is truly close to her half-brother Shaun, who is an idealist, a schemer and a dreamer, slide into the depths of paranoia. Yet she does, as it is put in the vernacular, 'survive.' Novelist Law-Yone writes with a restrained and economical style which shows a remarkable detachment that . . . [is] compelling." Best Sellers

**Lawrence, D. H.**

St Mawr

*In* Lawrence, D. H. St Mawr, and other stories p19-155

St Mawr, and other stories; ed. by Brian Finney. Cambridge Univ. Press 1983 xliii, 270p (The Works of D. H. Lawrence) $49.50

ISBN 0-521-22265-6 LC 82-14584

Analyzed in Short story index

This collection includes St Mawr a psychological novella set in Arizona about spiritual love as illustrated by a young woman's strong attachment to her magnificent stallion, two short stories: The overtone and The princess, and two unfinished stories, The wilful woman and The flying-fish, which were all written during the author's stay on the American continent between 1922 and 1925. St Mawr was first published separately in 1925 by Knopf

**Leahy, Syrell Rogovin**

Family ties; a novel. Putnam 1982 319p $14.95

ISBN 0-399-12741-0 LC 82-9835

"This romantic novel of pre-World War I America centers on the life and upbringing of Regina, a pampered, well-off girl of breeding and distinction. Regina's entire family—Jewish, urbane—though outwardly favored by fortune, is cursed with a dark secret that haunts Regina's life. Forbidden to marry her cousin Jerold, her one true love, Regina seems destined to lead an unsatisfied life. Although crushed by the family's disturbing past, she goes on to marry her uncle and raise a family. As the years pass, Regina comes to realize that the importance of familial ties, loyalty, and trust are sometimes stronger than passion." Booklist

"The author's sense of time, character traits, and family relationships make this a likely purchase for public libraries." Library J

**Le Carre, John**

The little drummer girl

Some editions are:

Knopf $15.95 (ISBN 0-394-53015-2)

Thorndike Press $17.95 Large print edition (ISBN 0-89621-465-6)

First published 1983 by Knopf

"A series of bomb-attacks upon Israeli officials throughout Europe is investigated by Kurtz and his assistant

**Chilton's** Motorcycle troubleshooting guide—*Continued*

Contents: Introduction to troubleshooting; Two-stroke engine, troubleshooting; Four-stroke troubleshooting; Fuel system troubleshooting; Electrical system troubleshooting; Clutch and transmission troubleshooting; Chasis troubleshooting

"Written in a rather chatty but highly effective style for the motorcycle enthusiast who is having (or contemplating) trouble. Diagrams and photographs are excellent." NY New Tech Bks

**Chilton's** 1961/71 truck repair manual; 1961-1971 gasoline and diesel powered trucks with loading or carrying capacities from 1/2 ton to 2½ tons; prepared by the Automotive Editorial Department. Chilton Bk. Co. 1974 1195p illus $19.95 629.28

1 Trucks—Maintenance and repair
ISBN 0-8019-5649-8

First published 1971 with title: Chilton's Truck repair manual

This book provides general repair information on electrical systems, brakes, engines, carburetors, exhaust; emission controls, steering gears, front and rear axle and suspensions, transfer cast, and manual and automatic tranmissions for the following makes of trucks: Chevrolet, Chevy Van, Dodge, Ford, Ford Bronco, G.M.C. International, Jeep, and Volkswagen

**Chilton's** Repair and tune-up guide, snowmobiles; prepared by the Automotive Editorial Department. 2d ed. Chilton Bk. Co. 1975 260p illus $8.95, pa $7.95 629.28

1 Snowmobiles—Maintenance and repair
ISBN 0-8019-6007-; 0-8019-6008-8 LC 75-22178

First published 1972 with title: Chilton's Repair and tune-up guide for snowmobiles

This work includes the care, maintenance, tune-up, off-season storage and troubleshooting of snowmobiles

**Chilton's** truck and van repair manual, from 1970 to 1976; gasoline and diesel engines. Chilton Bk. Co. 1976 1248p illus $18 629.28

1 Trucks—Maintenance and repair
ISBN 0-8019-6524-3 LC 75-42766

Includes sections on truck service, general repairs, and transmission problems

"Another in the repair manual series which does much to complement and enrich the availability of information in the area of automotive power." NY New Tech Bks

**Coles, Clarence W.**

Glenn's Complete bicycle manual: selection, maintenance, repair, by Clarence W. Coles and Harold T. Glenn. Crown 1973 339p illus $8.95, pa $5.95 629.28

1 Bicycles and bicycling—Maintenance and repair
ISBN 0-517-50092-2; 0-517-50093-0 LC 70-185100

"A superior guide to the selection, maintenance, and repair of American, European, and Japanese bicycles. Step-by-step instructions are given for complete disassembly, assembly, adjustment, and maintenance, with photographs and detailed drawings showing what is to be done and how to do it. It is better on the more complicated procedures than on the simple ones. Information on choosing a bike includes a discussion of various types and price ranges, and a formula for determining the correct size to buy. A short sketch of the develolpment of cycling and hints on cycling safety broaden the interest of this very practical bicycle manual." Cur Ref Bks

**Crouse, William H.**

Automotive mechanics. McGraw illus $13.65 629.28

1 Automobiles—Maintenance and repair 2 Automobiles

First published 1946 Periodically revised to bring material up to date

This book tells how an automobile is constructed, how it operates, how to maintain it, and how to repair it

"This comprehensive, practical text on the mechanism and maintenance of present-day automobiles is widely known. . . . [It is] useful as a text in vocational schools, as a self-instruction book for young automotive mechanics, and as a reference book for individual car owners who repair their own cars." Library J

**Cuthbertson, Tom**

Anybody's bike book; an original manual of bicycle repairs; illus. by Rick Morrall. Ten Speed Press illus $7.95, pa $3.95 629.28

1 Bicycles and bicycling—Maintenance and repair

First published 1971. Periodically revised with minor corrections and additions

"A simple text and clear line drawings detail routine maintenance procedures, as well as more difficult repairs, for most types of bicycles. The book also tells you when it would be unwise to do it yourself. A helpful aid for enthusiasts." Library J [review of first edition]

**Dempsey, Paul**

Motorcycle repair handbook. TAB Bks. 1976 405p illus $9.95, pa $6.95 629.28

1 Motorcycles—Maintenance and repair
ISBN 0-8306-6789-X; 0-8306-5789-4 LC 76-24784

Contents: Motorcycle engines; Tools you will need; The gas works; Electrical systems; The battery; Generating systems; Ignition systems; Cylinder heads and valves; Cylinders and pistons; Transmission and running gear

**Ewers, William**

Sincere's Bicycle service manual. Completely rev. ed. Sincere 1975 154p illus $8.95, pa $6.95 629.28

1 Bicycles and bicycling—Maintenance and repair
ISBN 0-912534-14-1; 0-912534-15-X LC 75-15600

First published 1970 with title: Sincere's Bicycle service book

This book explains how to care for and repair the things that go wrong on the average bicycle

Sincere's Mini-bike service book, by William Ewers with Irv Charles. Researched and coordinated by H. W. Baylor. Sincere 1971 132p illus $9.95 629.28

1 Motorcycles—Maintenance and repair
ISBN 0-912534-03-6 LC 71-29665

Care and service of mini-bicycles as well as repair instructions

**Fix** your Chevrolet. Goodheart-Willcox illus $4.96 629.28

1 Chevrolet automobile—Maintenance and repair

Annual (irregular). First published 1955 under the authorship of Bill Toboldt. Revised to include latest models

This is a manual for car owners who want to do their own repairing and for experienced mechanics who want to do a better job in less time. Step-by-step repair procedures, shortcuts, and labor-saving ideas are given. Conventional wrenches and tools are the only equipment needed

**Fix** your Ford, V8's and 6's. Goodheart-Willcox illus $4.96 629.28

1 Ford automobile—Maintenance and repair

Annual. First published 1952 under the authorship of Bill Toboldt. Revised to include newest models

Tune-up and repair techniques for the car owner and for the small shop

**Fix** your Volkswagen. Goodheart-Willcox illus $4.96 629.28

1 Volkswagen automobile—Maintenance and repair

Annual. First published 1960

Tune-up and repair techniques for the car owner and for the small shop

**Glenn, Harold T.**

Glenn's Foreign car repair manual; with thousands of illus. Chilton Co. 1966 1280p illus $17.50 629.28

1 Automobiles, Foreign—Maintenance and repair
ISBN 0-8019-5082-1 LC 65-2192

The previously listed titles can be used for evaluating a collection as well as for selection. The author, subject and title listings make it easy to order books by a popular author, or in needed subjects, or requested titles.

EXAMPLES OF WAYS TO USE THE STANDARD CATALOGS FOR EVALUATION AND SELECTION:

Evaluation:

Is the particular title in your collection listed in the apppropriate library tool?

In a particular subject of interest in the community, how many of the listed titles are in the library collection?

Does the library have the most recent edition of a nonfiction book?

Are there recommended titles by a popular author that the library does not have?

Selection:

If the library needs books on truck repair, use the subject index in the Public library catalog to find the Dewey Decimal number. Titles are arranged in Dewey order.

Children can't find enough books on dinosaurs. Use the subject index in the Children's Catalog to find a list of recommended authors and titles.

A library user wants some books with crochet patterns for children's sweaters. Use the index in the Public Library Catalog to find the classification number. Then locate that number in the book to find which books are recommended.

### B. NEW BOOKS - SELECTION

For evaluations of **new** titles, librarians must rely on reviewing journals (periodicals). The journals used most frequently by public and school libraries are listed in a chart which follows. An example of book reviews is included.

Every library should consider subscribing to at least one reviewing journal. However, all of the titles listed in the chart can be borrowed from the Alaska State Library offices in Anchorage, Fairbanks and Juneau, so no library is limited to one or two reviewing journals.

## REVIEWING JOURNALS

| | Booklist | Bulletin of the Center for Children's Books | Hornbook | Library Journal | School Library Journal | Wilson Library Bulletin |
|---|---|---|---|---|---|---|
| Adult Fiction and Non-Fiction | X | | | X | | Mystery |
| Children's Fiction and Non-Ficton | X | X | X | | X | |
| Picture Books/Easy Reading | X | X | X | | X | X<br>2-10 titles |
| Young Adult Fiction and Non-Fiction | X | X | X | | X | X<br>2-10 titles |
| Reference | X | | | X | | X |
| Foreign Language | X | | | | | |
| Paperback Reprints | Not Reviews | | X | | | |
| U. S. Government Publications | X | | | | | |
| Magazines | | | | X | | X |
| Films, 16mm | X | | X | X | X | X |
| Filmstrips | X | | | X | X | |
| Kits (slide/Tape, FS/Tape, Book/Tape) | X | | | X | X | |
| Recordings | Spoken Word | | Spoken Word | Spoken Word | Spoken Word | Music |
| Slides | X | | | X | X | |
| Video | X | | X | X | X | |
| Topical Bibliographies | X | | X | X | X | |
| Articles on Library Interests | | | X | X | X | X |
| Index | Each Issue<br>Semi-Annual<br>Annual | Annual | Each Issue | Each Issue<br>Semi-Annual<br>Annual | Each Issue<br>Annual | Annual |
| Frequency | 22X/year | 11X/year | 6X/year | 20X/year | 20X/year | 10X/year |
| Subscription Cost | $40/year | $22/year | $25/year | $55/year | $38/year | $25/year |

**Vietnamese Book Store,** P.O. Box 720065, Houston, TX 77272

**Zieleks Publishing Co.,** 11215 Sageland Dr., Houston, TX 77089

Prices will vary with dealer and time of purchase.

# books for young adults

This selection of books for young people ages 14–18 includes adult and children's books especially suited to this age group as well as books written for teenagers. Those books that are recommended from the adult and children's books sections are also marked with a **YA** symbol after the imprint in the original review.

Additional **YA** recommendations are listed at the end of the Upfront section.

Some of the books recommended for high school libraries have been evaluated by Sue-Ellen Beauregard, formerly librarian at William Horlick High School, Racine, Wisconsin, and most recently at Huntington Woods (Michigan) Public Library.

The word *galley* in an imprint indicates a book reviewed from galley proofs. A **CH** symbol at the end of an imprint indicates a book also recommended in the children's book section.

## nonfiction

★ **Ballantyne, Janet and others.** Garden Way's joy of gardening cookbook. Garden Way, $22.50; paper, $14.95; after Aug. 31, $25; paper, $17.95.

Eye-pleasing color photographs, practical cooking advice, and imaginative vegetable recipes are combined in an attractive cookbook recommended as supplemental home economics material and for those looking for vegetable-dish ideas. SEB. See also p.1370.

**Beowulf.** [By] Charles Keeping and Kevin Crossley-Holland. Oxford; dist. by Merrimack Publishers' Circle, $11.95.

Of possible use as collateral material for English literature courses, this very much simplified version of a famous epic poem may also tempt art students to try their hand at illustrating classics. SZ. See also p.1396.

**The best of People Weekly:** the first decade. By the eds. of People Weekly. Ballantine/Fawcett Columbine, paper, $9.95.

*People* magazine devotees and others with a penchant for following celebrity news will devour these black-and-white photographs and accompanying descriptions and articles taken from the popular magazine. SEB. See also p.1364.

**Better Homes and Gardens chocolate.** [Ed. by Linda Foley.] Meredith, $5.95.

Numerous photographs adorn delicious-sounding chocolate-based recipes for candies, cakes, cookies, beverages, puddings, and other desserts. A chocolate lover's delight. SEB. See also p.1371.

**Better Homes and Gardens cooking with whole grains.** [Ed. by Diane Yanney.] Meredith, paper, $4.95.

More than 80 healthful, appetizing recipes featuring whole grains are found in a volume, nicely illustrated with photographs, suggested for collections where there is use for a simplified grain cookbook. SEB. See also p.1371.

**Bone, Jan.** Opportunities in cable television. (VGM career horizons) 1983. 152p. illus. National Textbook/VGM Career Horizons, $8.95 (0-8442-6258-7); paper, $5.95 (0-8442-6259-5).

Emphasizing the need for anyone considering a cable career to keep up with what's happening and who's where in the industry, since cable is changing so rapidly, the author of *Opportunities in Film* (*Booklist* 79:1393 Jl 83) offers another timely, incisive, and information-packed career guide. She gives an overview of the industry's development, explains how a cable system works, and covers personal qualities needed for success in the field. However, the meat of her treatment lies in her descriptions of job opportunities in all facets of cable (from construction to programming) and of schools and training. Sources of further information are provided within the text and in several appendixes. An excellent introduction to an up-and-coming field. Glossary; no index. High school. SE.

1384.555'8 Cable television—Vocational guidance
[OCLC] 83-62315

**Borton, Lady.** Sensing the enemy. Doubleday/Dial, $14.95.

The plight of the Vietnamese boat people is vividly rendered in the author's highly personal account of her work as health administrator at a Malaysian island refugee camp. For older teenagers, a poignant story of courage and hope. SE. See also p.1374.

**DeRidder, Margaret Djerf.** New career opportunities in health and human services. Arco, $12.95; paper, $8.95.

With plenty of addresses where additional information can be found, this vocational guide, covering a number of careers in social work and related professions, should be a useful addition to the high school career shelf. SZ. See also p.1366.

**Fettner, Ann Giudici and Check, William A.** The truth about AIDS. Holt, $14.45.

The medical-detective story aspect of this informed and informative report on AIDS may make it less prone to becoming dated than other books on the disease, among them Fromer's *AIDS: Acquired Immune Deficiency Syndrome* (*Booklist* 80:386 N 1 83). For older readers. SE. See also p.1370.

**Frohbieter-Mueller, Jo.** Practical stained glass craft. Hippocrene, $22.

This illustrated guide that includes instructions for creating more than 40 stained-glass projects, ranging in difficulty from simple suncatchers to complex lampshades, is suggested for craft collections where stained-glass design is popular or part of the curriculum. SEB. See also p.1372.

**Gould, Jay R.** and **Losano, Wayne A.** Opportunities in technical communications. [Rev. ed.] (VGM career horizons) 1983. 149p. illus. National Textbook/VGM Career Horizons, $8.95 (0-8442-6246-3); paper, $5.95 (0-8442-6247-1).

Defining *technical writing* as "the profession of writing, editing, and preparing publications in the many fields of technology, science, and engineering," the authors effectively survey the profession as a prospective career goal. They describe with clarity and sufficient detail the kinds of companies that employ technical writers and the range of opportunities in the field, incorporating discussion of typical duties and representative samples of typical technical writing. Noting that the level of formal education for technical writers has risen considerably in the last two decades, they provide information on technical writing and comparable programs at various institutions. The authors conclude with consideration of the employment outlook (good), tips on getting started, and a broad-based look at professional associations. A lengthy bibliography of recommended reading and a list of organizations and associations are appended. Completely revised, according to the publisher, from the 1980 edition. No index. High school. SE.

608'.0666021 Technical writing—Vocational guidance
[OCLC] 83-62314

**Hacker, Jeffrey H.** Carl Sandburg. Watts, $8.90.

Recommended for high school libraries needing a readable biography of Sandburg for younger students. SE. See also p.1397.

**Hart, John.** Walking softly in the wilderness. Rev. and updated ed. Sierra Club; dist. by Random, paper, $8.95.

The revised edition covers all facets of backpacking, including suitable clothing and equipment, trail travel, and camp setup. A good choice where the earlier edition was widely read or where hiking is popular. SEB. See also p.1372.

**Hocken, Sheila.** Emma and co. Victor Gollancz; dist. by David & Charles, $14.95.

Of less teenage appeal than Hocken's previous books (*Emma and I* and *Emma V.I.P.*), this account, which brings Emma's life to its end, will nonetheless attract those who've followed Emma and Hocken's relationship from its beginnings at the Leamington Spa Guide-Dog Training Centre. SZ. See also p.1366.

**The hungry woman:** myths and legends of the Aztecs. Ed. by John Bierhorst. Morrow, $10.

On a par with other Bierhorst compilations and explications of a people's myths and/or legends, this is recommended for younger teens fascinated by the ancient Aztecs as well as for students. SE. See also p.1399.

**Keller, Mollie.** Winston Churchill. Watts, $8.90.

After recounting Churchill's unhappy younger years, Keller concentrates on the British political leader's life in a straightforward biography for younger history students. SEB. See also p.1399.

**Koebner, Linda.** Forgotten animals: the rehabilitation of laboratory primates.

### C. Reference Books

The cost of reference books tends to make us very cautious in selecting them. Yet, because the library is usually the only source for such information, it is a very important service. Bibliographies of suggested reference books exist--some listing several hundred titles. It is necessary to use the questions most frequently asked as a basis for beginning selection from a long list of titles.

Librarians in Alaska have developed a couple of lists, included in the Appendix. The smallest libraries may not want every title, but they are good basic lists from which to make selections.

Every library should have, at the barest of bare minimums:

* general encyclopedia set, published within the last three years
* good dictionary
* almanac
* atlas
* Alaska Blue Book
* Alaska Almanac/Facts about Alaska

Other titles can be selected on the basis of the questions asked by users and by the amount and kind of library research. The librarian can talk with teachers of adult education classes and the public school in order to learn about the library use they want for their students. Also important are the predominant interests in the community.

## ENCYCLOPEDIAS

The purchase of a set of encyclopedias is a major expenditure. In a small library it can be one half or more of the total book budget so it is a purchase to make cautiously.

Encyclopedias and other reference books are carefully evaluated by librarians. Booklist includes "Reference Books Bulletin", a critical evaluation of new reference books. Every few years RBB publishes a comprehensive review of English language encyclopedias in print. The series of reviews can be requested through interlibrary loan.

On the following page is a compilation of answers from a questionnaire sent to librarians throughout the United States. They were asked to rate the use and effectiveness of general English-language encyclopedias. This too is helpful information when selecting an encyclopedia set for the library.

Reference service may build slowly in a community with a new library because people are not used to going to the library for answers to their questions. It is important to purchase reference titles and to know the types of information contained in the books. Then when questions are mentioned, you will know where to look for answers.

From: Kister, Kenneth F. Encyclopedia Buying Guide;
a consumer guide to general encyclopedias in
print. 3d ed. Bowker, 1981.

# *U.S. Public Librarians Rate the Encyclopedias: A Survey*

In October 1978, a questionnaire on the use and effectiveness of general English-language encyclopedias was circulated to 100 U.S. public libraries of varying sizes in all parts of the country.[1] Seventy-seven libraries (77 percent) responded. This article reports the findings of that survey. The opinions of knowledgeable librarians concerning the relative merits of general encyclopedias are useful to both consumers and makers of such works.

Instructions accompanying the questionnaire asked "the most experienced general reference librarian(s)" on the library staff to complete the ten-question form, and suggested that "young adult and/or children's specialists might want to respond to those questions involving encyclopedias for young people." The questions are reproduced here as they appeared on the questionnaire. **Results** are expressed in actual numbers, not percentages (unless so indicated). **Comments,** which follow **Results** in questions 2–10, are selected verbatim opinions offered by the respondents. By agreement, respondents and their libraries will be anonymous.

**1.** At the present time, there are 37 general English-language encyclopedias for adults, students, and children on the U.S. market, including many one-volume works.[2] Please indicate the usefulness of each encyclopedia by circling the most appropriate designation:

**A.** Used *frequently;* in constant and heavy demand
**B.** Used *sometimes;* helpful but not in constant demand
**C.** Used *infrequently;* rarely consulted
**D.** No opinion/library does not own

**Results**

| Title | *A* | *B* | *C* | *D* |
|---|---|---|---|---|
| American Educator Encyclopedia | 0 | 3 | 4 | 70 |
| Britannica Junior Encyclopaedia | 3 | 22 | 24 | 28 |
| Cadillac Modern Encyclopedia | 0 | 6 | 7 | 64 |
| Childcraft | 7 | 21 | 15 | 34 |
| Collier's Encyclopedia | 28 | 34 | 8 | 7 |
| Compton's Encyclopedia | 26 | 35 | 8 | 8 |
| Compton's Precyclopedia | 4 | 6 | 13 | 54 |
| Encyclopedia Americana | 66 | 9 | 0 | 2 |
| Encyclopedia International | 6 | 27 | 22 | 22 |
| Funk & Wagnalls New Encyclopedia | 0 | 2 | 9 | 66 |
| Golden Book Encyclopedia | 1 | 6 | 6 | 64 |
| Great World Encyclopedia | 0 | 0 | 2 | 75 |
| Hamlyn Younger Children's Encyclopedia | 0 | 0 | 1 | 76 |
| Harver World Encyclopedia | 0 | 1 | 3 | 73 |
| Illustrated Encyclopedia for Learning | 0 | 0 | 1 | 76 |
| Illustrated World Encyclopedia | 0 | 0 | 1 | 76 |
| Larousse Illustrated International Encyclopedia & Dictionary | 0 | 3 | 8 | 66 |
| Lincoln Library | 1 | 18 | 48 | 10 |
| Merit Students Encyclopedia | 16 | 27 | 14 | 20 |
| My First Golden Encyclopedia | 0 | 3 | 3 | 71 |
| New American Encyclopedia | 0 | 1 | 3 | 73 |
| New Book of Knowledge | 18 | 32 | 6 | 21 |
| New Caxton Encyclopedia | 1 | 5 | 10 | 61 |
| New Columbia Encyclopedia | 3 | 21 | 27 | 26 |
| New Encyclopaedia Britannica | 30 | 26 | 14 | 7 |
| New Hutchinson 20th Century Encyclopedia | 0 | 0 | 4 | 73 |
| New Standard Encyclopedia | 0 | 0 | 5 | 72 |
| Oxford Junior Encyclopaedia | 0 | 0 | 2 | 75 |
| Purnell's First Encyclopedia | 0 | 0 | 2 | 75 |
| Quick Reference Encyclopedia | 0 | 0 | 2 | 75 |
| Rand McNally's Children's Encyclopedia | 0 | 0 | 2 | 75 |
| Random House Encyclopedia | 2 | 15 | 19 | 41 |
| University Desk Encyclopedia | 0 | 0 | 1 | 76 |
| Volume Library | 0 | 0 | 1 | 76 |
| World Book Encyclopedia | 76 | 1 | 0 | 0 |
| Young Children's Encyclopedia | 0 | 1 | 1 | 75 |
| Young Students Encyclopedia | 1 | 3 | 3 | 70 |

*Note:* The new 21-volume *Academic American Encyclopedia* (1980) is not included in the survey, as it was not yet published when the survey was conducted.

**2.** Based on your experience, which encyclopedia among those listed above stands out as the most effective all-around general reference work? *Effective* meaning the work is reliable, easy to use, clearly written, and so forth.

**Results.** *The World Book Encyclopedia* was the overwhelming choice, named as the most effective encyclopedia on 56 (or 75 percent) of the questionnaires. *The Encyclopedia Americana* was cited as most effective on 25 questionnaires, followed by *Collier's Encyclopedia* (5) and *New Encyclopaedia Britannica* (2). No other titles were mentioned.

**Comments.** "*World Book* excellent for telephone reference work"; "No one encyclopedia is the 'best' "; "*World Book* as it is accessible to all ages"; "With adults, *Collier's* would be our choice. That choice

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*Note* This report, written by the author of *Encyclopedia Buying Guide*, originally appeared in *Library Journal*, April 15, 1979, pp. 890–893.

## D. Award Winning Books

Each year a number of books are identified as being outstanding examples of recent publications. Many of these awards are highly specialized, for example, Ohio history, science fiction, etc. The following awards, however, are of broader interest. These titles provide good lists from which to make selections:

- Children's & Young Adult Books

  * **Caldecott medal** - presented annually for the most distinguished American picture book for children published in the preceding year.

  * **Newbery medal**- annual award for the most distinguished contribution to American literature for children published in the preceding year.

  * **Young Reader's Choice Award** - voted upon by children in the Pacific Northwest as their best liked book published three years previous.

  * **Best Children's Books of 19--**, and the Notable Children's Books of 19-- are published as a combined list in the Bowker Annual of Library & Book Trade Information.

  * **Best Young Adult Books of 19--**, also published as a combined list with Notable Books for Young Adults in the Bowker Annual.

### Adult Books

*Notable Books of 19-- an annual list of fiction and non-fiction compiled for general readers from titles published during the year.

Questions about current award winners, or lists of award winners of previous years, can be obtained from Alaska State Library offices in Anchorage, Fairbanks, and Juneau.

## E. Media Promotion

Library staff should be aware of television and radio programs promoting children and adult reading. These programs can stimulate interest in particular titles and authors. "Reading Rainbow," a television program is an example, as is "Radio Reader," a national public radio program. Local stations sponsor programs too, for example Northern Story Teller from KUAC in Fairbanks has local people reading children's stories.

## F. Best Sellers

Another useful list when selecting adult books is the year's Best Sellers published in the Bowker Annual. A small library probably would not want to purchase all of these, but it is a guide to popular titles and authors. Inclusion in the best sellers list is not an indication of quality. Current best sellers are published occasionally in Time Magazine, as well as in newspapers and other sources.

## G. Bibliographies

The three offices of the Alaska State Library have other bibliographies useful for selection, all of which may be borrowed on interlibrary loan. The following are examples of a few titles: Gillespie, Best books for children; Paperbound books for Young people; Libretto, High/Low handbook; Richardson, Magazines for children, and others. Tell the State Library staff the kinds of books and the audience for whom you want to select. The most appropriate and recent title(s) will be loaned to you.

## H. Alaska and the Arctic

Libraries will want to collect books about Alaska, fiction and nonfiction, and for all age groups. Books about Alaska, published by well established publishers, may be reviewed in national journals like Library Journal or Booklist. There are books, and pamphlets published within the state which are more difficult to identify and to locate purchasing information.

Reviews:

The Alaska Library Association has two publications which list or review Alaska materials. These are:

| | |
|---|---|
| Sourdough | quarterly, subscription $15 |
| Newspoke | 6X/year, included with subscription to Sourdough |

Subscriptions to both publications are included with membership. For further information see Alaska Library Association in the index.

Puffin is published by AASL/Alaska, the state chapter of the American Association of School Librarians. It too includes information about materials on Alaska. Membership in the association includes a subscription to Puffin.

Alaska Journal reviews publications about Alaska and the arctic, including northern Canada.

Some sources of current publications are listed below. This is not an inclusive list.

Book Cache, a book store with outlets in several Alaska cities.

Local book stores

Alaska Northwest Publishing company

Baker & Taylor

Brodart

Follett

Alaska Historical Society

Alaska Native Language Center

Alaska Pacific University Press

Materials Development Center, Community Colleges & Rural Education & Extension Services, University of Alaska

Alaska State Museum, Juneau

University of Alaska Museum, Fairbanks

Cooperative Extension, offices throughout Alaska

University of Washington Press

Out of Print:

- Alaskana Book Store
- Robert Mattila
- Shorey's Book Store

Other sources:

- School districts
- Boroughs (the North Slope Borough, for example)
- Native corporations

See addresses in the appendix

## I. State Documents

Access to government information is a policy of the state of Alaska through a program operated by the State Library.

State agencies are required to deposit multiple copies of their publications with the State Library Distribution and Data Access Center. The Center has contracts with libraries in the state to act as depositories for these publications. The intent is to have these materials available in communities throughout Alaska.

Municipalities and Regional Educational Attendance Areas (rural school districts) are encouraged to deposit copies of their publications with the Center also.

Libraries scattered throughout the state have applied to be Depository Libraries. They can have full depository status, that is, receive one copy of everything published by the state agencies, OR a library can be a "selective depository." A selective depository library chooses which agencies' publications it wants in its collection.

The depository libraries receive the material free of cost, but they have certain obligations if accepted as a depository library. These include the care, maintenance and organization of the materials, the shelf space to house the items, and access by the public to the materials. Quite a few feet of shelf space are required to be added each year, so becoming a depository library is not a decision to be taken lightly.

Guidelines are established about which materials must be retained permanently and which can be weeded in a few years.

The depository arrangement makes it possible for people to find documents near where they live. Most can usually be borrowed through interlibrary loan. Small libraries, not part of the depository system, gain from this program also. Materials are available but, if particular document titles are not heavily used in the local library, the small library can discard them knowing they are available elsewhere.

A list of depository libraries for state publications follows.

## SEQUENTIAL LIST AND DISTRIBUTION OF STATE PUBLICATIONS

June 1981

1. ALASKA HISTORICAL LIBRARY (Juneau)
2. E.E. RASMUSON LIBRARY (University of Alaska, Fairbanks) **
3. UNIVERSITY OF ALASKA, ANCHORAGE, LIBRARY **
4. LIBRARY OF CONGRESS (Washington, D.C.)
5. ALASKA STATE LIBRARY (Juneau) **
6. Z.J. LOUSSAC (Anchorage) *
7. FAIRBANKS NORTH STAR BOROUGH LIBRARY (Fairbanks) *
8. ALASKA RESOURCES LIBRARY (Anchorage)
9. WASHINGTON STATE LIBRARY (Olympia)
10. KETCHIKAN PUBLIC LIBRARY
11. SHELDON JACKSON (Sitka)
12. NORTHWEST COMMUNITY COLLEGE LEARNING RESOURCES CENTER (Nome)
13. A. HOLMES JOHNSON LIBRARY (Kodiak)
14. KENAI COMMUNITY LIBRARY
15. KUSKOKWIM CONSORTIUM LIBRARY (Bethel)
16. NATIONAL LIBRARY OF CANADA (Ottawa)
17. CENTER FOR RESEARCH LIBRARIES (Chicago)
18. SEATTLE PUBLIC LIBRARY
19. UNIVERSITY OF WASHINGTON (Seattle)
20. UNIVERSITY OF ALASKA, JUNEAU

* Alaska Regional Resource Library
** Alaska Regional Research Library

### J. "How To" Books

Libraries have many demands for books dealing with practical skills such as home building and maintenance; auto, truck and snow machine repair; cook books; needlework; log cabin building, energy efficient homes, etc. Some publishers specialize in books of technical or practical skills. Other publishers, like McGraw Hill, have a few titles of this type among a large number of titles.

The publishers listed below specialize in books of practical skills. Catalogs are available upon request.

American Technical Publishers
12235 S. Laramie Ave.
Alsip, IL 60658

Audel
Distrib. by Bobbs-Merrill
P.O. Box 7083
Indianapolis, IN 46206

Chilton Book Company
Attn: School & Library Dept.
Chilton Way
Radnor, PA 19089

Clymer Publications
P.O. Box 20
Arleta, CA 91331
(213) 767-7660

Cooperative Extension Service
University of Alaska
Fairbanks, AK 99701
474-6364

Easi-Bild Directions Simplified, Inc.
529 N. State Road
Briarcliff Manor, NY 10510

Intertec
Publishing Corporation
Department 200
P.O. Box 12901
Overland Park, Kansas 66212

Motor
555 West 57th
New York, NY 10019

Rodale Press, Inc.
Organic Park
Emmaus, PA 18049

Sterling Publishing Co., Inc.
Two Park Ave.
New York, NY 10016

Sunset Books
Lane Publishing Co.
Menlo Park, CA 94025

TAB Books, Inc.
P.O. Box 40
Blue Ridge Summit, PA 17214
(717) 794-2191

Nolo Press
Box 544
Occidental, CA 95465
(law for the layman)

## K. Lease Plans

An alternative to buying new books for the library is to lease them. If a library is small and crowded with little shelf space, leasing is a means of having new books without keeping them permanently.

A lease plan works like this. A contract is signed for a certain number of books, or for points which are exchanged for books. A collection of 100 or more books, depending on the contract, is placed in the library. Each month the librarian selects from a list as many new books as agreed by the contract. In turn, about the same number of books are mailed back--or they may be purchased at a greatly reduced price. This service keeps new books arriving in the library each month.

The books arrive completely processed and ready for the shelves, including card sets for the card catalog.

The plans are expensive, from about $600/yr. to several thousand dollars a year, but the library obtains current books which need not be added to the collection. When shelf space is limited, this can be an asset. Some librarians report that the leased books are the most popular reading of adult borrowers.

Baker & Taylor's "Book Leasing System" and Brodart's "McNaughton Book Service" are well-known book leasing services. Each firm has several plans available in a range of prices. For names of libraries in Alaska which have contracts for one of these plans, contact one of the State Library offices.

### L. Book Clubs

Some libraries are members of book clubs so that new titles will be added to the collection each month. Some book clubs sell books only in a particular subject field such as birds, computers, electronics, engineering, cooking, law, mysteries, photography, poetry, science fiction, etc. Other clubs sell books of general interest, with emphasis on fiction. Book-of-the-Month Club and Literary Guild are examples of general interest book clubs.

Juvenile book clubs usually specialize in particular age groups, grades, or reading levels, for example grades 2-3, 4-6, beginning readers, primary (ages 4-7), etc.

Book clubs have advantages and disadvantages. They do bring current publications, an important service of a library. However, the titles offered may not be those you would select for the library collection. Another disadvantage is that announcements of selections may arrive so close to the shipping date that there is no opportunity to reject a title not wanted. Returns and credits may be difficult, if not impossible. The books may be abridged versions, rather than the original story. Some clubs restrict their selections to one publisher. This limits the available titles from which choices are made.

In making a decision whether to join a book club:

1. Write for complete information before enrolling the library.
2. Try to get the name of another library which is a member so you can check with the staff about its satisfaction with the selections and the service.
3. Find out the minimum length of time required for membership. If you are not pleased with the service or the selections, you will want to cancel membership as soon as possible.

Lists of adult and of children's book clubs and their addresses are published in the Literary Market Place. Photocopies of these pages can be requested through interlibrary loan if you'd like to write to some of the clubs.

## M. Paperbacks

Paperbacks are some of the most popular books in many libraries, yet it can be difficult to obtain information about new titles published in paperback.

Quality titles for children and young adults are featured in some of the booklists of the The Bookmen, Inc. The paperbacks are listed by grade levels, reading interests and series, and a High-low reading list. Write to the company requesting to be placed on the mailing list. Address is listed in the appendix.

Brodart and Baker & Taylor both have paperback purchase plans.

### PAPERBACK EXCHANGE

Evaluation and selection usually do not apply to a paperback exchange collection.

A paperback exchange is a trade of paperback books. People bring paperback books which they have read into the library and exchange them for paperback books that other people have brought to the library. The library does not usually evaluate these books because they are not intended to become part of the library's permanent collection.

The books can be checked to make sure the covers are intact, and pages are not falling out, particularly the ending. In many libraries the staff does not check the books at all. The library users trade their own books, shelving the ones they bring in themselves. The books can be shelved in a hallway or arctic entry so that they are available when the library is closed.

If there is a children's paperback exchange, the library staff may want to separate adult and children's paperbacks.

The library will want a count for statistical purposes of the number of paperbacks people take to read.

## II. BOOKS - ORDERING

Selection of books should be done on a continuing basis. Careful selection is a time consuming procedure and shouldn't be squeezed into a few days. Ordering monthly or at least four times a year makes a more even work flow. The information necessary for ordering can be written on a piece of paper and filed until the actual time of ordering. A final screening and selection is done at the time of ordering when the cost of the books must be compared with the money available in the budget.

Generally, the larger the library materials budget, the more frequently orders are placed. A good practice is to keep new materials arriving in the library every month or two. This maintains the interest of library users and contributes to the efficient operation of the library.

Another reason to place orders throughout a year is to assure expenditure of the budget within the fiscal year. This is a legal requirement of state and local governments. If budgeted funds are not spent, the library may lose those monies. Last minute orders at the end of the fiscal year create heavy work load pressures and should be avoided, if possible.

Two items are sent with a book order:

1. A packing slip is enclosed in the box of books. If a large order requires several boxes, there is still only one packing slip. The mailing label or a notice stamped on one of the boxes may say "Packing slip enclosed" or "Invoice enclosed." If an order requires several boxes, they are numbered so that you can tell whether all of them have arrived. An example of the numbering for three boxes is: 1 of 3, 2 of 3, 3 of 3.

2. The "Invoice" is the bill for the books. Some firms include a copy in the box, or in an envelope under the mailing label. Other firms send the invoice in a separate envelope.

Usually the packing slip and the invoice are carbon copies. The cost information may be blacked out on the packing slip so that costs cannot be read.

The packing slip or invoice must be checked against the books in the order. This is to confirm that the invoice is correct so that payment of the bill is authorized.

Information about checking in an order is included in Chapter III.

### A. Hardback Or Paperback?

One decision that needs to be made is whether to purchase hardback or paperback books, or both. Several factors should influence the decision:

1. Popularity of the format, whether people prefer to check out a paperback or a hardback.

2. Life of the book. That is, will the subject be outdated in a year or two? Topics in science, space and computers, as examples, may become outdated in two to three years. In contrast, a history book may be accurate and useful for a span of 10 or more years.

3. Popularity of the title. Is it likely to get heavy use?

Some Alaska libraries purchase most of their fiction in paperback, and duplicates, if needed, are in paperback. Best sellers, and other popular reading are ordered in paperback, if available in that format. Popular reading, in this meaning, refers to titles that are of current interest, but not likely to be of interest in a few years. Quality fiction borrowed one or more times each year might be in hardback. Quality picture books and popular children's books can get lots of use and many libraries buy those in hardback.

Good non-fiction might be purchased in hardback. Reference books might be a mixture of hardback and paperback. These are examples. Each library has different needs. The important thing is to have a reason for each decision.

### PAPERBACK PURCHASES

Major book jobbers stock both paperbacks and hardbacks. Brodart has a McNaughton Paperback Plan for the purchase of paperbacks. A library contracts for the service. Several options are available. One option includes a basic collection of 100 to 1000 books and an annual point allowance to be used as new titles are selected monthly. An annotated list is sent each month from which to make selections. The number of points the library receives is based on the contract costs.

### B. Books In Print

Price, publisher, authors, titles, publication date, Library of Congress card numbers and ISBN numbers (International Standard Book Number) are listed in Books in Print (BIP). If a book is available in both paperback and hardback, this reference set lists each price. If more than one edition is available, or a title is available from more than one publisher, this reference set is the source of that information.

Books in Print is a multi-volume set; 3 volumes each for authors and titles and 4 volumes for subject listings and a Paperbound Books in Print. It is an expensive set for a small library and revised annually. The Regional centers in Anchorage, Fairbanks and Juneau try to recycle superseded editions. Libraries can contact their regional center to inquire about the availability of a superseded edition of BIP.

### C. Standing Orders

A standing order is an agreement with a publisher or with a book jobber to:

1. purchase certain titles every time a new edition is published
2. purchase every book in a series

It is like a subscription, only for books instead of magazines. Libraries can use a standing order for key reference books, such as an almanac, annuals of a professional society, Statistical abstracts, etc.

CAUTION - The smaller the library budget, the more cautious one should be about committing funds in advance. Standing orders are a useful service, but you must be sure the titles are needed, and that there will be sufficient funds in the budget to buy them plus other desired titles.

### D. Open Purchase Order

In some instances a library may establish an Open Purchase Order with a jobber. A purchase order is written for a certain amount of money. Orders throughout the year use the same purchase order number. Bills are paid as materials are received.

## E. Order Forms

Jobbers will usually accept either lists or multiple copy order forms (MOF). The advantage of using a MOF is the library can have one or more copies of the form on file. A copy in the card catalog informs users that a title is on order. Other copies can go in an order file, to the business office etc.

Multiple Copy Order Forms are sold by library supply companies.

## F. Book Jobbers

Library books are produced by many publishers. It is possible to order from each publisher, but ordering is simpler and less expensive when libraries order through a book jobber or vendor. A book jobber sells books from many publishers and at a discounted price. The advantages to the library and to the business office are that orders are placed to fewer firms. There are fewer invoices to process, fewer payments, and communication is centralized.

Discounts offered by jobbers vary, usually between 15-35% off the list price. Several factors effect the discount, including the total amount of money the library spends with a jobber, whether the book is a paperback or hardback, whether it is a reference, textbook or trade book, the number of copies of the same title, etc.

Some factors the librarian needs to consider when selecting a jobber (vendor) are:

- Whether pre-processing is available, and whether it meets national standards

- Suitability of the jobber's stock to the library's clientele; for example some jobbers stock only children's books. This is satisfactory for a school library but does not meet the needs of a public library serving all age groups.

- Speed with which orders are filled

- Percentage of discount

- Number of publishers stocked

- Number of titles supplied by a jobber from a typical order

- Billing and reporting procedures; the degree to which the library can specify its own requirements

- Accuracy of bills and reports; speed with which errors or problems are corrected

- Whether shipping charges are paid by the jobber or charged to the library.

A jobber may have several order schedules from which a library may choose. The business officer and librarian together should select the schedule best meeting their needs. Examples of ordering schedules are:

- 1st shipment within 30 days, back orders weekly until the closure of the purchase order in 60 days
- 1st shipment within 30 days, 2nd at 60 days, final shipment and closure of the purchase order in 90 days
- one shipment only; orders not filled are cancelled and purchase order is closed
- two shipments only, 1st in approximately 45 days, 2nd and closure of purchase order in 90 days.

The vendor's sales representatives recommend a library over-encumber an order by 40%. That means if the library wants to spend $100 on an order, the total list price of the books should equal about $140. This will allow for the discount and for titles which may be out of print or out of stock.

To avoid over-expending the materials budget, use a phrase like one of these:

"Not to exceed $_____, including pre-processing."

"Fill to $_____, to include pre-processing, shipping and handling."

Insert in the blank space the amount of money you want to spend. This phrase pacifies nervous business officers responsible for the budgets and keeps some of them from having a heart attack on the spot.

Encyclopedia sets and subscription books are not sold by jobbers (vendors), but must be ordered from the publishers. Examples of subscription books are the standard catalogs mentioned earlier in this chapter.

### G. Pre-Processing Services

Pre-processing is the preparation of the books by the jobber so that the books are almost "shelf ready." The catalog cards come with the books, the pockets and book cards are glued in or at least included, the spine label is on the book, and the plastic jacket (mylar) is applied. The librarian needs only to make the necessary inventory record and to apply the ownership stamp.

Pre-processing by the jobber is less expensive than local cataloging and processing because of the high degree of automation the book jobber uses. Another advantage is that cataloging meets national standards. A library user will find the same subject headings in the library's card catalog as in the microfiche, Alaska Library Network Catalog.

Three of the largest book jobbers in the United States are: Baker & Taylor, Brodart, and Follett.

1. Baker & Taylor Co. sells books for all age levels from over 6,000 publishers and stocks over 100,000 titles. Its western office and warehouse are in Nevada. Pre-processing is available when books are ordered. The firm does not sell processing kits alone.
2. Brodart is another major supplier of books for all age levels. Pre-processing is available and the firm will sell "kits only" for titles which may be already in the library collection. (See also Catalog Card Corporation of America in the index).
3. Follett specializes in books for children through young adult. Shipping is free.

Each of these firms has a sales representative whose territory includes Alaska. The sales representatives are valuable contacts. They can answer questions, help solve problems, provide information and catalogs. Sometimes the representatives have posters or other freebies to give away.

Addresses of these book jobbers and their sales representatives are included in the appendix.

## H. Binding and Prebinding

Binding is a process of either applying a new cover to a book or laminating the existing cover. Laminating allows the original cover to be displayed.

### PREBINDING

Prebinding means the book has a more durable binding applied before the book is received or circulated by the library. Prebinding is used for paperback books when a more permanent binding is desired. The process has several names depending on which firm is used:

| | |
|---|---|
| Baker & Taylor | - Cover up |
| Brodart | - Guardian |
| Follett, Hawaii Binding | - Duraclad |
| Perma Bound | - Perma Bound |

It is possible to have specific items prebound. For example, Alaska Geographic is a popular, but flimsily bound quarterly magazine. A standing order (see index) with a jobber can specify that it arrive prebound with a laminated cover.

Catalogs of Perma Bound and Guardian bound books for pre-schoolers through young adults are available from the firms listed above.

### BINDING

Worn hardback cover books that the library wants to retain in the permanent collection, and cannot be replaced, can usually be rebound. The books should not have any missing pages and the paper should be in good condition. The center margin between the pages of print should have at least 1/2 inch of white space. Scotch tape or other sticky tape should not have been used for mending in the center margin. Some binding firms are: College Place Bindery, Hawaii Library Binding Services and Hertzberg Bindery. Their addresses are in the appendix.

## III. BOOKS - PROCESSING

Processing is the procedure of preparing a book for the library shelves. New purchases can and should be ordered pre-processed from major book jobbers, like Baker & Taylor and Brodart. Pre-processing means that the processing has been done before the book is received in the library.

Processing involves several steps:

1. pasting or gluing in the book pocket and date due slip

2. apply the mark of ownership on the book

3. marking the spine of the book with classification number or the reading level designation for fiction (E, J, Y, 567.9, F909, etc.)

4. covering the book jacket with a clear plastic (mylar) jacket, if desired. The plastic jacket protects the paper cover and adds to the attractiveness of the book. Library users like book covers because they tell about the contents and the author.

### A. Pre-Processing

Pre-processing services allow a library to establish specifications on where to place the book pocket (front or back of the book), length of classification numbers, markings for fiction and other options. This specification sheet is also called a profile and is sent to the jobber with the first book order where it remains on file for all future orders. Only if a revision is desired does the library need to submit a new specification sheet. The library should keep a photocopy of the specification sheet on file.

### B. Specifications

A good rule to follow in determining specifications for the library is to be consistent. If three letters are used for author designations, use three letters for all adult, juvenile and picture book or "Easy" books.

The Dewey Decimal classification numbers are all in hundreds (100, 200, 500, 900, etc.) except for the option of using B, 92 or 920, 921, 922, to 928 for biography. The use of 92 is inconsistent because it is two numbers instead of three. The letter B is inconsistent with non-fiction numbers. Training of students, employees, and library users is easier if the numbering sequence is the same throughout the collection. Consistency in numbering makes rearrangement of the library easier too. This issue is discussed more fully in Chapter V.

## Classification

The purpose of classification is to organize library materials so that like topics or subjects are grouped together. The classification scheme must organize materials in a consistent and systematic order.

A library may choose either the Dewey Decimal or LC classification system for non-fiction. Most small libraries and school libraries use the Dewey Decimal classification system. (See classification in the index for more information).

## Subject headings

Another choice in selecting specifications are those of subject headings. Major firms, like Baker & Taylor, Blackwell-North America, Brodart and Card Catalog Corporation of America, use the MARC (Machine Readable Cataloging ) computer tapes produced by Library of Congress. Some smaller firms providing free catalog cards do not follow these national standards.

While the specification sheets allow a choice of Sears or LC subject headings, the Alaska Library Network Catalog (ALN) uses Library of Congress subject headings from the MARC computer tapes. It is recommended that all Alaska libraries use the LC subject headings as an aid to library users. The libraries whose holdings are listed in the ALN Catalog use LC subject headings, so the local library will be following practices used statewide. Consistency is again important.

## Card and pocket

Specification alternatives allow the library to choose the location of the card and pocket. Be consistent! Choose either the front or the back flyleaf and have all the books processed the same way.

Library users tend to present books for check out with the covers facing up. Therefore, it requires less lifting and turning the books if the cards and pockets are placed on the front flyleaf.

Copies of the specification sheets for B & T, Brodart, Card Catalog Corporation of America, and Follett are included in the appendix.

If you have questions about completing the forms, call one of the State Library offices for assistance.

### C. Processing Kits

What about books already in the library collection? Processing kits can be purchased for books already in the library collection. This is needed when there is no record of a library book in the shelf list or in the card catalog, the cards are hand written or the cataloging does not conform to national standards. The library can purchase kits for most of these books. The value of the service is that you can obtain cataloging that meets national standards and is consistent with the ALN Catalog.

The difference between a processing kit and having books pre-processed is in the amount of work the library staff must do. In using a kit, the labels must be applied to the book, book card, pocket and the pocket pasted in the book. Also, a mylar jacket is not included. A procedure is included in the chapter of sample procedures.

A firm specializing in producing processing kits is:

Catalog Card Corporation of America

This company does not sell books. The address is included in the appendix, and a copy of a specification sheet.

### D. Catalog Card Sets

Processing kits for books published prior to 1968 may not be available through commercial firms. Catalog card sets for older titles can be purchased from the Library of Congress. Some information from LC is included in the appendix and further information, if needed, is available from the State Library offices.

Libraries should evaluate older titles before deciding to purchase catalog cards. Many older titles are outdated and should be discarded from the collection. No absolute rule can be made, however. An older title may be a classic still read and enjoyed. Or the title may be Alaskana, or a serial which began publication a number of years ago. Just don't go to the expense and time of obtaining cataloging information if the book is not of value to the collection.

## IV. MAGAZINES (PERIODICALS)

While older information can be obtained from books, for current information magazines and newspapers must be used. In selecting periodicals the librarian must consider local interests, informational and research needs and the availability of indexing.

### A. Periodical Reviews

Evaluations and reviews of magazines are published, just as they are for books. An excellent source for evaluating and selecting magazines is: Katz, William. A. Magazines for Libraries. Bowker, 1986. In this book, magazines are grouped by subject so it is easy to compare magazines about a particular topic or subject. Frequency of publication, price and audience level (elementary and junior high school, high school, adult, academic, etc.) are given. Beginning each section is a list of magazines which the editors believe to be priority purchases in that subject field. A sample page follows.

### B. Back Issues - Microfiche Or Microfilm?

A small library will not have space to keep back issues of every magazine. Titles used frequently for research or for recreational reading can be retained as back files. Older issues, if needed for research use, can be purchased in microform format.

Microform copies of magazines can be purchased in microfiche format, that is, the flat sheets of film like the ALN Catalog uses. Or they can be purchased in microfilm format, which is a long reel of film similar to that used for motion pictures. If microfilm is purchased, you will need two machines, a microfiche reader and a microfilm reader. There are kits that enable one machine to use both formats, but the kit requires screws and a screwdriver so it is inconvenient.

Microforms are sold as positive or negative. Negative is like photograph film, the color is reversed. Positive is black letters on a white background like this page.

Negative - Black background, white letters

Positive - White background, black letters

Most people find the positive microform easier to read.

From: Katz, William A., Magazines for Libraries. Bowker, 1982.

***National Tax Journal.*** 1948. q. $25. Daniel M. Holland. Natl. Tax Assn., 21 E. State St., Columbus, OH 43215. Illus., Index. Circ: 4,000. Sample. Vol. ends: Dec. Microform: UMI.

*Indexed:* BusI, LegPer, PAIS, SOCI. *Aud:* Ac, Sa.

Although the primary emphasis is on taxes, the writers frequently touch on aspects of economic and business theory. The articles are scholarly, usually technical, and cover private and public finance at both national and international levels. Accountants will consider this a basic journal, but it should be brought to the attention of all teachers of economics and business.

***Registered Representative.*** 1976. bi-m. $48. Sydney L. LeBlanc. Plaza Publg. Co., 4320 Campus Dr., Suite 240, Newport Beach, CA 92660. Illus., index, adv. Circ: 44,000. Sample.

*Bk. rev:* 1–2, 400 words, signed. *Aud:* Ac, Sa.

A trade magazine for stockbrokers, focusing on how brokers make their money rather than on recommending specific stock purchases. Technical information on tax shelters, computerization techniques for the effective broker, and personal profiles. The energetic independent investor might get some clues for trends in investing from the magazine, but this is basically of interest only to brokers. (S.H.F.)

***Statistical Bulletin.*** See Free Magazines Section.

***Taxes: the tax magazine.*** 1923. m. $50. Gene O. Sjostrand. Commerce Clearing House, Inc., 4025 W. Peterson Ave., Chicago, IL 60646. Illus., index, adv. Circ: 18,000. Sample. Microform: UMI.

*Indexed:* BusI, LegPer, PAIS. *Bk. rev:* Notes. *Aud:* Ga, Ac, Sa.

A semipopular approach to a far-from-popular subject. Articles are written in a journalistic, clear style, with as little technical jargon as possible. Often a single issue is devoted to a report on a conference or some major development in taxation. All issues cover the major news and legislative developments of the previous month. Thanks to its style, it can be recommended as the tax magazine for most general collections, as well as for special situations.

***U. S. Treasury Dept. Treasury Bulletin.*** 1966. m. $50. U. S. Dept. of the Treasury, 15th St. and Pennsylvania Ave. N.W., Washington, DC 20226. Subs. to: Supt. of Docs., U.S. Govt. Printing Office, Washington, DC 20402. Index. *Aud:* Ac, Sa.

Provides the data supplied by the Treasury Department in manageable form for public use. Issues generally carry a feature detailing the reported tenders received for treasury bills (both domestic/foreign series). The bulk of the issues are taken up by such statistical data as federal debt, federal fiscal obligations, ownership of federal securities, and international financial information.

***Wall Street Journal.*** See Newspapers Section.

## FISHING, HUNTING, AND GUNS

See also Boats; Environment, Conservation, and Outdoor Recreation; Sports Sections.

*Robert G. Schipf, Professor of Library Science and Science Librarian, University of Montana, Missoula, MT 59812*

### Basic Periodicals

Ejh: *Field and Stream, Outdoor Life;* Hs, Ga: *The American Rifleman, Bowhunter, Field and Stream, Fishing World, Fly Fisherman, NRA Institute for Legislative Action. Reports from Washington, Outdoor Life, Petersen's Hunting, Shooting Times;* Ac: *The American Rifleman, Cynegeticus, Field and Stream, Gray's Sporting Journal, NRA Institute for Legislative Action. Reports from Washington, Outdoor Life.*

### Basic Abstracts and Indexes

*Readers' Guide to Periodical Literature.*

### Introduction

Fishing, hunting, and shooting are among the favorite outdoor activities of Americans. Libraries, including urban libraries, should have a good stock of fishing/hunting/gun magazines. It is probably significant that only two of the magazines listed in this section have been regularly indexed anywhere until 1981. *Field and Stream* and *Outdoor Life* have been included in the *Readers' Guide to Periodical Literature* for some time (they are also in the *Abridged Readers' Guide* and in *Biography Index*), undoubtedly because each of them has an enormous circulation. This means that *F&S* and *OL* are the only "outdoor" magazines in most libraries (*Sports Afield* is indexed in *Access* beginning in 1981). *The American Rifleman,* with a circulation of close to 2,000,000, is not indexed in the *Readers' Guide.*

In addition to their value concerning all aspects of the subject matter, at least some of the titles listed here give the gun owner's arguments against proposed gun control legislation. As many titles in the library are opposed to gun owners (i.e., support gun control legislation), these titles provide the other side of the story. We have omitted the "hunting dog" journals and quite a few judged too specialized to be of interest in most libraries (e.g., magazines primarily concerned with scores at a shooting match). Left out, too, are a number of trade journals intended for merchants; business librarians should already be aware of them. Many state and regional publications had to be omitted because of space constraints. Some are published by commercial interests, others by state fish and game departments. Most of these titles are excellent journals. Libraries should have a selection of such titles that cover their own areas. It also should be noted that many of the listed journals have special annual editions (e.g., *Guns and Ammo Annual, Sports Afield Fishing Annual*), which are certainly worthy to be added as budgets allow. *Gun Digest* is another annual publication suitable for most libraries.

***American Handgunner.*** 1976. bi-m. $9.95. Jerome Rakusan. Publisher's Development Corp., 591 Camino de la Reina,

## C. Periodical Indexes

It can be time consuming to search several years of back issues for a particular topic or article. A periodical index solves that problem. It identifies articles by subject, and author. It tells which magazine, the date and the pages on which the article appeared. Two useful periodical indexes are:

- Readers' Guide to Periodical Literature $85/year

  Indexes about 175 magazines by subject and author.
  Published 19x/year

- Abridged Readers' Guide to Periodical Literature $45/year

  Indexes about 60 of the magazines included in the Readers' Guide.
  Published 9x/year.

In choosing between the two indexes, the librarian must consider the research needs at present and in the future. The Readers' Guide costs about twice as much as the abridged edition, but it indexes about three times as many magazines and is published much more frequently. Though a library may not subscribe to many of the magazines indexed in the Readers' Guide, needed articles can be requested through Interlibrary Loan.

Look at the subject "Dolphins" on the next page. The title of the article is "View of a whale." It was written by J. Widman (author). The article was published in the magazine Oceans, in volume 17, on pages 50-51; and the date of the magazine was March/April 1984. The Readers' Guide has given complete information to find the article if the library has a subscription to Oceans; or the same information can be used to request a copy of the article through Interlibrary Loan.

**Diseases, Industrial** *See* Occupational health and safety
**Diseases, Mental** *See* Mental illness
**Disney (Walt) Productions** *See* Walt Disney Productions
**Display systems, Information** *See* Information display systems
**Dissenters**
*See also*
Political prisoners
Protests, demonstrations, etc.
**Distraction**
Perils of distraction. K. Kolenda. il *Humanist* 44:41 Mr/Ap '84
**Distribution of income** *See* Income
**Distribution of motion pictures** *See* Motion picture industry—Marketing
**Distribution of wealth** *See* Wealth
**District Cablevision Inc.**
Free at last. J. A. Pearl. *Forbes* 133:75 Ap 23 '84
**District of Columbia** *See* Washington (D.C.)
**Ditlea, Steve**
Inside software. *Publ W'kly* 225:62 Ap 20 '84
**Divestiture by corporations** *See* Corporations—Divestiture
**Dividends**
A new power-company problem: too much cash [dividend reinvestment plans] E. J. Tracy. il *Fortune* 109:160 Ap 30 '84
Ten high-yield stocks that offer safe harbor. F. Calhoun. il *Money* 13:105-6+ Ap '84
**Diving, Submarine**
*See also*
Skin diving
**Divorce**
The economics of divorce. U. Gupta. il *Black Enterp* 14:46-8+ Ap '84
**Dmitri** [opera] See Dvořák, Antonin, 1841-1904
**DNA**
*See also*
Genetic code
Interferon-β-related DNA is dispersed in the human genome. A. D. Sagar and others. bibl f il *Science* 223:1312-15 Mr 23 '84
The remarkable promise of probes. il *Discover* 5:86-7 Mr '84

**Research**

*See* Genetic research
**Docking in space** *See* Orbital rendezvous (Space flight)
**Docking lines** *See* Rope
**Doctrine, Religious** *See* Theology
**DOD** *See* United States. Dept. of Defense
**Dodge Division** *See* Chrysler Corp. Dodge Division
**Doe hunting** *See* Deer hunting
**Dog houses** *See* Kennels
**Dog racing**
Racing across a lonely frontier [Iditarod Sled Dog Race] S. Reed. il *People W'kly* 21:28-35 Ap 16 '84
**Dog sleds and sledding**

**Racing**

*See* Dog racing
**Dogs**
*See also*
Dog racing

**Care**

Puppies: the pick of the litter. H. E. White. il *Saturday Evening Post* 256:32-3 Ap '84

**Kennels**

*See* Kennels

**Training**

Handling a jealous dog [views of John Stump] il *USA Today* 112:12 Ap '84
**Dole, Elizabeth Hanford, 1936-**

*about*

Elizabeth Dole: the gender gap from the Reagan camp [interview] J. Mann. por *Ms* 12:74+ Mr '84
**Dollar** *See* Money
**Dolls**

**Collectors and collecting**

Baby, you've got a hole in your head! [Kley & Hahn porcelain dolls] P. Madigan and D. Madigan. il *Hobbies* 89:40-4 Ap '84
**Dolnick, Judith**

*about*

The collectors: celebrating early America. A. Berman. il pors *Archit Dig* 41:168-74 Mr '84
**Dolphins**
View of a whale [opposition to proposed killer whale capture by Sea World] J. Widman. *Oceans* 17:50-1 Mr/Ap '84
**Dom Sébastien** [opera] See Donizetti, Gaetano, 1797-1848
**Domestic animals**
*See also*
Cats
Dogs
Horses
Pets
**Domestic architecture** *See* Architecture, Domestic
**Domestic economy** *See* Home economics
**Domestic relations**
*See also*
Divorce
Family
Married couples
Wife abuse
**Don Carlo** [opera] See Verdi, Giuseppe, 1813-1901
**Don Carlos** [drama] See Schiller, Friedrich, 1759-1805
**Don Quixote** [ballet] See Ballet reviews—Single works
**Donation of organs, tissues, etc.**
Saving lives through transplants [P. Taylor, organ transplant coordinator at University of Colorado] il pors *Ebony* 39:58 Ap '84
**Donegan, Frank**
American prints. il *Americana* 12:20-2+ Mr/Ap '84
**Donghia, Angelo**

*about*

Angelo Donghia—the gift of perfect pitch. W. Murphy. il por *Archit Dig* 41:238+ Ap '84
**Donizetti, Gaetano, 1797-1848**

*about*

Dom Sébastien [opera] Reviews
*N Y* 17:109-10 Ap 16 '84. P. G. Davis
*New Yorker* 60:145-6+ Ap 16 '84. A. Porter
**Donnelly, Dorothy**
Put it in writing [poem] *America* 150:184 Mr 17 '84
**Donohue, John W.**
The heart has its reasons: L'Arche on video. *America* 150:312-15 Ap 28 '84
**Donors, Organ** *See* Donation of organs, tissues, etc.
**Dooling, Dave**
NASA's FY85 budget? *Space World* U-4-244:18 Ap '84
Saving TDRS-1. il *Space World* U-4-244:15-16 Ap '84
Spacelab 1 follow-up report. il *Space World* U-4-244:25-6 Ap '84
**Doomsday** *See* End of the world
**Doors**
Custom-make your own tambour doors. R. J. DeCristoforo. il *Pop Sci* 224:107-9 Ap '84
Mirror the panels. il *South Living* 19:205 Mr '84
**Dope trade** *See* Narcotics trade
**DOS operating systems** *See* Computers—Operating systems
**Dosage forms of drugs** *See* Drugs—Dosage forms
**DOT** *See* United States. Dept. of Transportation
**Dot matrix printers (Computers)** *See* Computers—Print-out equipment
**Double cropping**
Intercropping moves double-cropping north. D. Mowitz. il *Success Farm* 82 no5:26AX Mr '84
**Double stars** *See* Stars, Double
**Douglas, Sarah**

*about*

Sarah Douglas brings her British bouquet to a vintage year on Falcon Crest. J. Jarvis. il pors *People W'kly* 21:65-6+ Ap 23 '84
**Dove decoys** *See* Decoys (Hunting)
**Dow Chemical Co.**
Benjamin Franklin Award [anti-smoking program] C. SerVaas. il *Saturday Evening Post* 256:106 Ap '84
**Dow Jones & Co., Inc.**
Computer program talks plain English [Naturallink to Dow Jones News/Retrieval] J. Free. il *Pop Sci* 224:32 Ap '84
**Dowd, Irene**
Technique and training. See issues of Dance Magazine beginning March 1984
**Dracula** *See* Vlad II, Dracul, Prince of Wallachia, 1431-1476
**Dracunculosis**
Filtering out the guinea worm [water filters used in Upper Volta] B. O. L. Duke. il *World Health* p29 Mr '84
**Draize test** *See* Biological assay
**Drama**
*See also*
Opera
Theater
Women in drama
**Drama critics and criticism**
*See also*
Rich, Frank
Theater reviews
**Drama production and direction** *See* Theater—Production and direction

## D. Periodicals - Selection

In selecting periodicals for the library, consider:

Is the periodical indexed?

Is the title recommended in reviews?

Does the periodical meet the informational or educational needs and interests of the community?

Does its topic duplicate other periodicals in the collection?

Are the facts, information, and articles accurate, objective and unbiased?

If not unbiased, are there other periodicals in the collection which state a differing point of view?

Is the price reasonable and within the library budget?

Periodicals specific to Alaska are in demand, and some titles should be purchased even though they may not be indexed. A partial list of titles follows.

A basic list of periodicals for small libraries is included in the appendix.

# ALASKANA
# BASIC PERIODICAL LIST
# FOR SMALL LIBRARIES

Most of the following Alaskana periodicals are available through subscription agencies like Ebsco or Faxon. Prices are 1986 subscription costs.

| | |
|---|---|
| Alaska Business Monthly | $21.95/yr |
| * Alaska Farm & Garden | $18/yr |
| Alaska Fish & Game | $ 6/yr |
| * Alaska Fisherman's Journal | $12/yr |
| Alaska Flying | $18/yr |
| Alaska History<br>Alaska Historical Society<br>524 W. Fourth Ave., Suite 205<br>Anchorage, AK 99501 | $10/yr |
| * Alaska Magazine | $21/yr |
| Alaska Medicine | $12/yr |
| * Alaska Native Magazine | $26/yr |
| * Alaska Outdoors Magazine | $12.95/yr |
| Alaskan Prospectors and Miner's News<br>504 College Road<br>Fairbanks, AK 99701 | $ 4/yr |
| Alaska Trapper<br>3560 Ida Lane<br>Fairbanks, AK 99709 | $25/yr |
| Anchorage Daily News | $155/yr |
| Anchorage Times | $153/yr |
| * Sundays only | $ 57/yr |
| Fairbanks Daily News Miner | $167.50/yr |
| Juneau Empire | $104/yr |
| Tundra Drums | $ 20/yr |

If the library cannot afford to subscribe to all of the above titles, the starred titles are suggestions as the most useful, but each community is different. Let your knowledge of the interests and needs of local residents be the deciding factor in making selections for the library.

## V. PERIODICALS - ORDERING

Subscription agencies are the firms which centralize orders for periodical subscriptions. This means that instead of separate orders and invoices for each magazine and newspaper, the library can place one order to a subscription agency and subscribe to many periodicals.

### A. Subscription Agencies

The subscription agency takes the library's list and places a subscription order to each publisher for every title the library wants. Issues of the magazines are mailed to the library, not to the subscription agency.

A few titles will not be available through a subscription agency. Some of these are:

- H. W. Wilson Co. publications and encyclopedias
- small localized publications
- those requiring membership (examples - PNLA Quarterly, published by the Pacific Northwest Library Association; Alaska Trapper, published by Interior Alaska Trappers Association).

Of the services offered by these agencies, two deserve particular mention.

Claims - Forms are provided by the agencies to claim issues which have never arrived. Once the agency receives a claim form, it will continue to send notices to the publisher until notified by the library that the missing issue has been received.

Renewals - A list of the library's subscriptions due to be renewed will be sent each year to the library. This is an opportunity to review the subscriptions, to add or delete titles. Of course titles can be added at other times too if the library wants to begin a subscription immediately. The agency will try to work out a common expiration date for all the subscriptions.

The largest subscription agencies in the U.S. are Ebsco and Faxon. Both companies have extensive lists of periodicals available through their services (over 150,000 titles). Both firms are used by Alaska libraries. Faxon requires a minimum of 20 subscriptions to one address. Ebsco does not set any minimum number of subscriptions. Addresses are listed in the appendix.

Ebsco maintains a "missing issue bank" of popular periodicals. The bank has about three years of back issues. If a library using their agency finds that an issue is missing of a title which is to be kept, they can write for a free replacement. You may find someone has torn pages out of a magazine; if so, you can write to request a replacement. The firm cannot guarantee replacing every issue, but it is a valuable service to libraries.

### B. Periodicals - Receipt

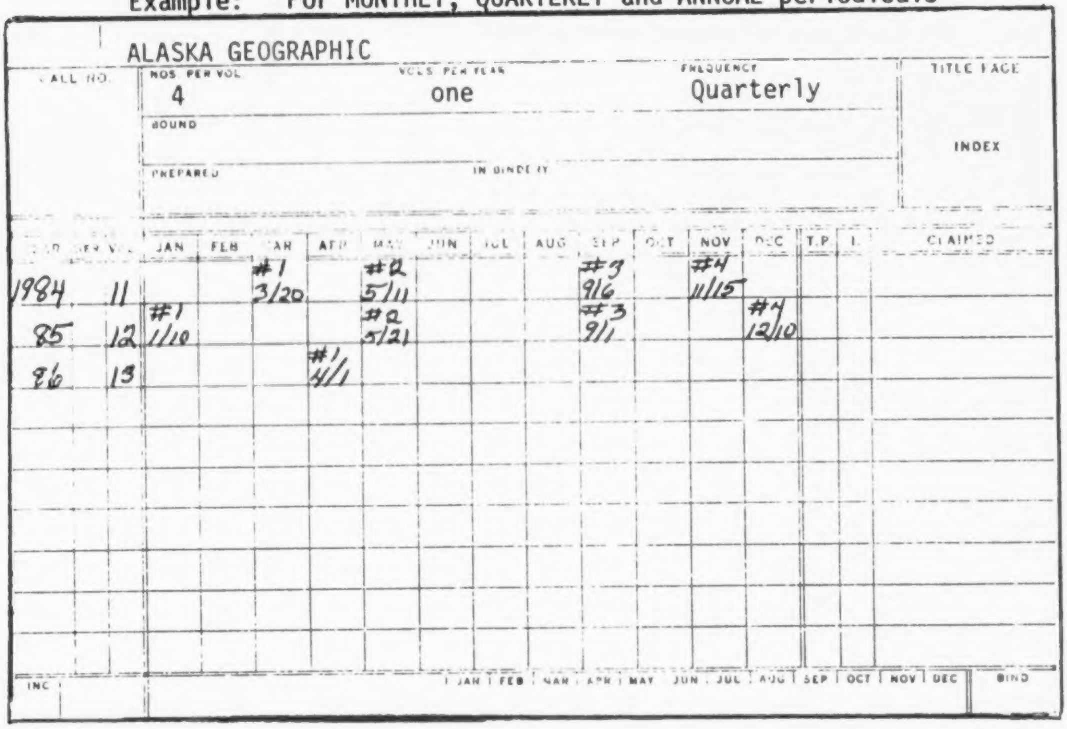
Once the library has placed a subscription, it is important to establish a received or check-in file so that you know whether all the issues have arrived.

Two types of cards are necessary, one for monthly, bi-monthly and quarterly magazines and one which can be used for daily and weekly newspapers and magazines. Library supply firms sell pre-printed cards for this purpose. A card for weekly periodicals is also available, but the daily cards will serve for both daily and weekly records. (That is one less supply item to keep on hand).

One card is prepared for each periodical subscription with the title typed at the top. These are filed in alphabetical order. Each day as the magazines and newspapers arrive, they are checked in on the card for that title. There are a couple ways to mark the periodical record cards. You make a ✓ mark for the date, or you can write the date of arrival in the little square on the check-in card. The reason for writing the date is so you know the approximate date to expect the periodical. This enables you to know when to claim missing issues.

See the examples on the next page.

Example: For MONTHLY, QUARTERLY and ANNUAL periodicals



ALASKA GEOGRAPHIC

CALL NO.

NOS. PER VOL: 4

VOLS. PER YEAR: one

FREQUENCY: Quarterly

TITLE PAGE

INDEX

BOUND

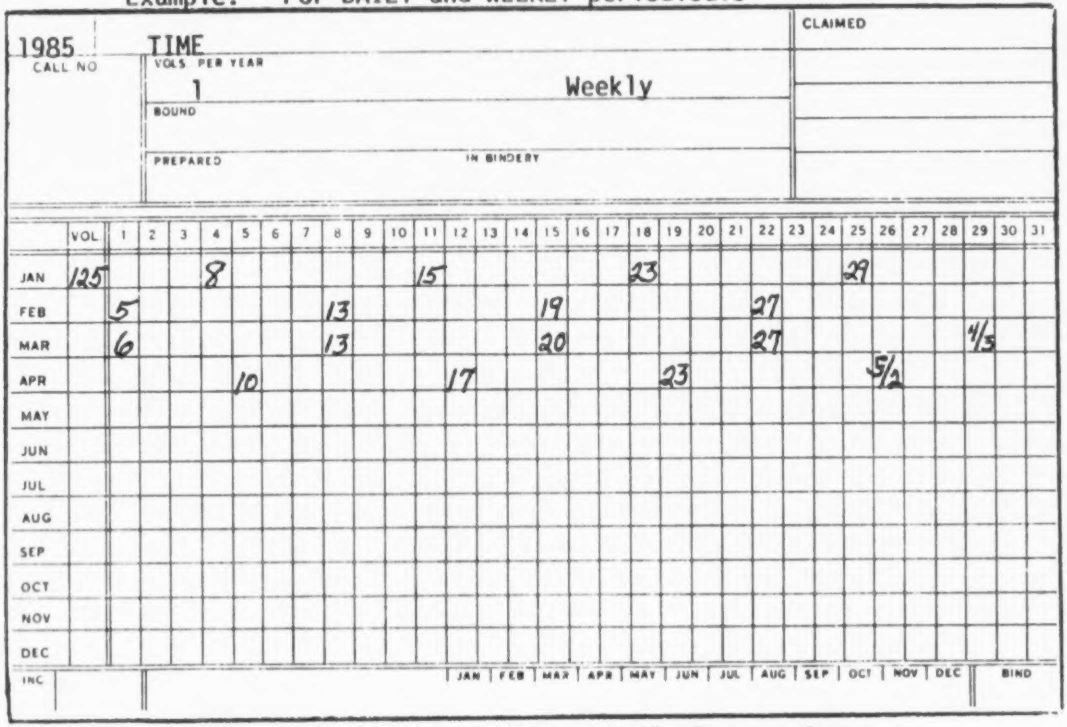
PREPARED

IN BINDERY

| YEAR | SER. VOL | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | T.P. | I. | CLAIMED |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1984 | 11 | | | #1<br>3/20 | | #2<br>5/11 | | | | #3<br>9/6 | | #4<br>11/15 | | | | |
| 85 | 12 | #1<br>1/10 | | | | #2<br>5/21 | | | | #3<br>9/1 | | | #4<br>12/10 | | | |
| 86 | 13 | | | | #1<br>4/1 | | | | | | | | | | | |

INC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | BIND

Example: For DAILY and WEEKLY periodicals



1985 TIME

CALL NO

VOLS. PER YEAR: 1

Weekly

BOUND

PREPARED

IN BINDERY

CLAIMED

| | VOL. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JAN | 125 | | | | 8 | | | | | | | 15 | | | | | | | 23 | | | | | | | 29 | | | | | | |
| FEB | | 5 | | | | | | | 13 | | | | | | | 19 | | | | | | | 27 | | | | | | | | | |
| MAR | | 6 | | | | | | | 13 | | | | | | | 20 | | | | | | | 27 | | | | | | | 4/3 | | |
| APR | | | | | | 10 | | | | | | | 17 | | | | | | | 23 | | | | | | | 5/2 | | | | | |
| MAY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JUN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JUL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OCT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DEC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

INC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | BIND

Column numbers are the dates of the periodicals; numbers in the squares are dates each issue arrived in the library.

EBSCO
Industries,
Inc.

# EBSCO SUBSCRIPTION SERVICES
# COMPLAINT - ADJUSTMENT REQUEST

P.O. Box 4069
Burlingame, CA 94010
415-697-6826
Telex 34-9424

ADDRESS AS SHOWN ON EBSCO ENTRY

ZIP CODE MANDATORY

DATE ______________________

FOR EBSCO USE ONLY

244_____ CLM CKR_____

ACCOUNT NO SF-S-10175-00 SUBSCRIBER NO

TYPE OF CLAIM Supply the appropriate number in the column below. Coding of this number will result in the complaint to the publisher being printed with the corresponding comment as the first line of the message. The complaint message will be completed by the comments you supply in the COMMENTS column below

1. Listed issues not received
2. First copy not received
3. Duplicates being received/ combine and extend
4. Damaged issue/replace
5. Change address
6. Expire notices received
7. Binder not supplied
8. Receiving insufficient copies
9. Receiving too many copies
10. Started wrong date/ send issues missing/ adjust expire
11. Sub began too soon
12. Verify expiration

CLAIM NUMBER

Please specify:
01 (first claim)
02 (second claim)
03 (third claim)

Put an "X" in the box if no acknowledgment copy of the claim to the publisher is wanted. ☐

| TITLE CODE (EBSCO's Permanent Title Number From First Column On EBSCO INVOICE) | TYPE OF CLAIM | CLAIM NO. | COMMENTS: (Specify issues to claim) (Maximum 60 Characters) | TITLE (Not Needed IF TITLE CODE Shown) |
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11027

**faxon**

F.W. FAXON COMPANY, INC.
15 Southwest Park, Westwood, Mass. 02090 USA
Tel: 617-329-3350 TWX: 710-348-6724

# CLAIM NOTICE FOR MISSING ISSUES

FAXON SHIP-TO NO: 35464

Alaska State Library
Northern Coordinator
1215 Cowles
Fairbanks, AK 99701

DATE: 10/04/82

YOUR "SHIP-TO" ADDRESS AS INVOICED BY FAXON

| FAXON TITLE NO | TITLE CLAIMED | DATE |
|---|---|---|
| 086208 | LIBRARY PR NEWS | |

ISSUES NOT RECEIVED ARE: We have received nothing in 1982
INDICATE VOLUME AND NUMBER MONTH AND YEAR

| FAXON INVOICE NO | PAGE | LINE |
|---|---|---|
| 611944 | 1 | 6 |

SUBSCRIPTION PERIOD ON INVOICE: FROM 1/82 THRU 12/82

LIBRARY INFORMATION SERVICE/ORDER # /REFERENCE: DO-757226

Multiple copy/Repeat claim information:

1. Is this a repeat of a previous claim? No If YES, ( ) Direct to publisher ( ) Through Faxon
2. Circle the number of times previously claimed. 1 2 3 Date of first claim
3. Do you subscribe to more than one copy of this title? No If YES, how many?
4. If you have a multiple copy subscription, identify each issue to be claimed:

| FAXON TITLE NO | TITLE CLAIMED | DATE |
|---|---|---|
| | | |

ISSUES NOT RECEIVED ARE:
INDICATE VOLUME AND NUMBER MONTH AND YEAR

| FAXON INVOICE NO | PAGE | LINE |
|---|---|---|
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SUBSCRIPTION PERIOD ON INVOICE: FROM THRU

LIBRARY INFORMATION SERVICE/ORDER # /REFERENCE

Multiple copy/Repeat claim information:

1. Is this a repeat of a previous claim? If YES, ( ) Direct to publisher ( ) Through Faxon
2. Circle the number of times previously claimed. 1 2 3 Date of first claim
3. Do you subscribe to more than one copy of this title? If YES, how many?
4. If you have a multiple copy subscription, identify each issue to be claimed:

| FAXON TITLE NO | TITLE CLAIMED | DATE |
|---|---|---|
| | | |

ISSUES NOT RECEIVED ARE:
INDICATE VOLUME AND NUMBER MONTH AND YEAR

| FAXON INVOICE NO | PAGE | LINE |
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SUBSCRIPTION PERIOD ON INVOICE: FROM THRU

LIBRARY INFORMATION SERVICE/ORDER # /REFERENCE

Multiple copy/Repeat claim information

1. Is this a repeat of a previous claim? If YES, ( ) Direct to publisher ( ) Through Faxon
2. Circle the number of times previously claimed 1 2 3 Date of first claim
3. Do you subscribe to more than one copy of this title? If YES, how many?
4. If you have a multiple copy subscription, identify each issue to be claimed

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## VI. MEDIA

### A. Types of media

Filmstrips, films, video and audiotapes, recordings and multi-media kits are useful in a library. All of them can be used for programming as well as for individual use.

Films are very expensive, and a small library probably won't want to purchase them but films and videotapes can be borrowed from the Alaska State Library. These are primarily educational films and tapes. Entertainment type films can be rented from firms in Anchorage, such as Images, Inc.

Filmstrips, audiotapes and multimedia kits for children range in price from less than $10 to approximately $30. They can be used to introduce children to certain books or authors, for story hours and for other programs.

A filmstrip is a reel of film where the images are projected on a screen, one at a time. The picture does not move like a motion picture does.

A multi-media kit contains more than on type of media.

A kit can be:

filmstrip and audiotape or recording

filmstrip and book

book and audiotape or recording

filmstrip, book and audiotape

etc.

### B. Media Selection

Media should be selected using the same criteria as that used for books. In addition, the technical quality is important. Are the pictures clear and in good color? Are the sounds of voices and music audible and of good quality? It is also important to think about the use the media will receive. Public libraries will not want recordings where the story is interrupted to ask questions of the listeners. Study guides with filmstrips and audiotapes probably are not needed in a public library either, but they might be useful in a school library.

The most successful artwork in filmstrips are those made from quality picture books using art work from the book. Reviewers caution that original art work for a story which was not illustrated all too often has a cartoon quality inappropriate to the mood and feeling of the story.

A firm noted for its quality filmstrips, audiotapes and recordings of children's books is Weston Woods. The firm and its founder have received several national awards in recognition of their high quality products. A catalog is available upon request, address in appendix. Catalog card sets are available for all media sold by Weston Woods.

A popular format with beginning readers is the "read along kit." This is an audiotape or recording with a copy of the book. The child can read the book while listening to the story.

Audiotapes of well-known storytellers can be a wonderful way to introduce children to folktales from around the world.

### C. Schwann Catalog - Recordings and Audiotapes

The New Schwann Record and Tape Guide is the equivalent for audio media to Books in Print for books. This periodical lists over 5,000 currently available classical, jazz, and spoken word phonorecords, cassettes and compact discs from over 150 labels. Certain issues have special features, for example the addresses of about 600 record manufacturers, or lists by performers of a certain type of music. Recordings cannot be purchased through Schwann; it is a listing only. See appendix for subscription information.

The catalogs do not publish reviews of the entries but reviews of media are published in some of the reviewing journals mentioned earlier in this chapter. See the chart "Reviewing Journals."

### Phonorecord Clubs

Record clubs are similar to book clubs in that new releases are available each month. Subscribers have a choice of purchasing phonorecordings or audiotapes and compact disc recordings. Prices are usually less than the list price.

Be sure the library can afford a membership before you sign a contract. Also, look for a plan where recordings of many producers are available, not just one label.

### Recorded Books

Books on cassette are popular with adult library users, just as they are with children. Like other media, the technical quality is as important as the content.

"Recorded Books" are studio produced, full length editions of fiction, nonfiction and classics. The cassettes can be rented or purchased. The number of cassettes varies with the length of the original work, and this affects the price.

"Listen for Pleasure" sells abridged editions of books that are studio produced. Titles are shortened to a standard two cassette format and a standard price. The addresses are in the Appendix.

## D. Sources to Purchase Media

The firms producing and/or selling media are too numerous to list here. Some sources for addresses are:

Greene, Ellen. A Multimedia approach to children's literature. American Library Association, 1977.

The Elementary school library collection. Bro-Dart Foundation, new editions about every two years.

"Annual Buyers Guide," Library Journal, usually published in the spring.

## E. Processing Kits

Cataloging for phonograph records, filmstrips and audiotapes and other media is available but on a more limited basis than for books. Schools are a major purchaser of media so much of the cataloging has Sears subject headings instead of L.C. The "Annual Buyers' Guide" mentioned above lists firms to which you can write for information about their media cataloging.

## VII. VERTICAL FILE

Vertical file materials are pamphlets, maps, charts, pictures, clippings, etc. The items are generally inexpensive in cost but can become expensive in personnel time to collect and to organize. Massive warehouses of pamphlets on a variety of subjects, available to sell or to give away do not exist. Consequently library staff must write to many agencies for materials, clip items of local history from the newspaper, mount pictures on heavier cardboard for circulation and other labor-intensive activities.

Even though development of a good vertical file requires time, collection of these items is important. New developments appear first in pamphlets, magazines and newspapers before inclusion in books so the importance of vertical file materials to the collection should not be underestimated.

Some vertical file materials are available from local agencies such as from the health clinic, the alcohol abuse program, state agencies, city offices, the native corporation, etc.

The collection of local history material can be a valuable service of the library. Pictures, transcripts of interviews, newspaper clippings, pamphlets from the historical association or native corporation, the Chamber of Commerce, publications of the school district or other agencies can be valuable records. Items which cannot be replaced should be copied or duplicated and the originals securely and safely preserved in another location. The Alaska State Library and the archives of the University of Alaska in Fairbanks and Anchorage have facilities and means to preserve valuable historical items.

Much vertical file material has a limited life span, consequently it can be useful to stamp a date on an item as it is added to the library collection. Health information may become outdated as new medicines are developed or research changes previous medical practices. Highway maps become inaccurate in a few years, war and politics may change borders of a country. The date is useful information when the vertical file collection is weeded of obsolete materials.

An excellent resource in the development of a vertical file is:

> Miller, Shirley. The Vertical file and its satellites; a handbook of acquisition, processing and organization. 2nd ed. Libraries Unlimited, 1979

## VERTICAL FILE - ORGANIZATION

Vertical file materials may be housed in a file cabinet, in map cases, in pamphlet boxes on book shelves, etc. Generally they are not cataloged or classified, nor are they given cards and pockets. However, they must be organized to be useful and the method of organization varies with the type of material

Pamphlets, brochures and other printed material can have subject headings assigned. In many cases these can be written on the item itself or a label can be applied and the subject written on it. These materials can be placed in file folders, also labeled with the same subject, and filed. Some libraries use large manila envelopes for pamphlets and label each envelope with the subject heading of the enclosed pamphlets.

The ALN Catalog is a good source for subject headings. It is an advantage to the library user to find the same subjects in the card catalog, the ALN Catalog and the vertical file.

Maps can be assigned subject headings too. Special series of maps may have indexes provided by the publisher. The topographic maps of the U.S. Geological Survey are an example. The library can indicate its holdings by using a colored pencil to fill in the quadrangle maps which the library has on file.

Some libraries place a subject card in the card catalog to call user's attention to vertical file materials. An example of the wording is: "For other information on this topic, see the vertical file."

## VIII. WEEDING

Books and other library materials are not kept forever. Information becomes outdated or even incorrect. Many authors and titles are no longer read. Books may be damaged with torn, crayoned, or missing pages. These are some of the reasons for discarding, or weeding, materials from the collection.

We weed to:

- make the library more inviting. Faded ragged, dingy covers do not entice readers. Bright covers, clean, attractive book jackets are appealing and improve the appearance of the library.
- maintain an accurate, up-to-date collection. It is a disservice to users to keep obsolete, inaccurate information.
- save time for users and staff. Users can more easily find what they want when unused titles have been removed. Library staff can reshelve titles more quickly when shelving is not crowded.
- save space. Shelves become crowded with unused titles.

Weed or discard:

- worn and damaged titles
- books with yellowed pages, tiny print, unattractive appearance
- out-of-date information with no historical value
- unneeded duplicates
- superseded editions (older editions of a title published more recently)
- items which contribute to false and stereotyped social attitudes (example: role of women and of minorities, of people of other nations)
- biographies of people no longer of public interest
- titles which haven't been used in the past 3 to 5 years
- textbooks
- unimportant subject matter

Keep:

- titles which are being used
- local history (books about the local area, diaries of early settlers, audio and videotapes of elders and pioneers)
- writings by local authors
- information about Alaska

The American Library Association has recommended some guidelines on the usefulness and accuracy of nonfiction:

| | | |
|---|---|---|
| 000 | Encyclopedias | replace every 3 to 5 years |
| 300 | Almanac | seldom of much use except for historical statistics after 2 years |
| | Politics & Government | 3 years, unless of historical value |
| 500 | Science | 5 years, except for natural history, botany and math which have longer years of usefulness |
| 600 | Medicine | 5 years, except for anatomy and physiology |
| | Business | 5 years |
| 700 | Photography | 5 years |
| 900 | Travel & Geography | 5 years |

## CREW METHOD

More recently the U.S. Office of Education and the Texas State Library supported a project for the development of weeding guidelines. The resulting CREW method (Continuous Review, Evaluation & Weeding) uses a formula.

CREW formula:

Each library analyzes its purpose, goals and objectives in relation to its collection and establishes a formula which becomes the guidelines for weeding, or retention of library materials. This formula is expressed in numbers and letters for each subject area in the collection. For example 5/3/MUSTY means discard if:

5 years since the book's latest copyright date and/or

3 years without use, that is, the last recorded circulation

MUSTY, negative factors diminishing the usefulness of the book

M = Misleading (or factually inaccurate)

U = Ugly (worn beyond mending or binding)

S = Superseded (new edition or a better book needed)

T = Trivial (no discernible literary or scientific merit)

Y = Your collection has no use for it (duplicate, no interest in the community)

The formula is determined for the various classifications in the library collection. Example

| | |
|---|---|
| 000 | 5/3/MUSTY |
| 100 | 10/5/MUSTY |
| 200 | 10/5/MUSTY |
| 310 | 3/3/MUSTY |
| 320 | 5/3/MUSTY |
| 370 | 5/3/MUSTY |
| | etc. |

For more detailed information, the following items can be borrowed on interlibrary loan. The offices of the State Library in Anchorage, Fairbanks and Juneau also can loan them.

American Library Association, Small Libraries Project. *Weeding the small library collection.* Pamphlet 5, supplement A. American Library Association, 1972.

Segal, Joseph P. *Evaluating & weeding collections in small & medium-sized public libraries; the CREW method.* American Library Association, 1980.

# MEDIA - WEEDING

Guidelines for the weeding of media are much the same as those for print materials--worn, damaged, out-of-date, inaccurate, unneeded duplicates, stereotypes, etc. However, there are additional factors related to the **technical quality** of media. These are:

- sound; audible and consistent fidelity throughout
- visuals clear, words and titles easily read, pictures not detract from the topic; for example in clothing, hair styles, equipment

Condition is a factor also:

- scratches; visual materials and recordings free from damage
- breaks and tears; splices carefully made, and the number of splices not detract from the continuity of the visuals or sound

## Chapter V

# Operating A Library

- I. Arrangment of the Collection
- II. Classification and Cataloging
    - A. Classification
    - B. Cataloging
- III. Card Catalog and Shelflist
    - A. Card Set
    - B. Card Catalog - Filing
    - C. Card Catalog - Filing Rules
    - D. Examples
- IV. Circulation
    - A. Registration Files
    - B. Circulation System
    - C. Confidentiality of Circulation Records
    - D. Automated Circulation Systems
    - E. Periodicals - Circulation
    - F. Vertical File - Circulation
    - G. Overdues and Fines
- V. Alaska Library Network Catalog and Alaska State Library Film/Video Catalog
    - A. Alaska Library Network Catalog

    B. Alaska State Library Film/Video Catalog
    C. Borrowing Films and Videocassettes

VI. Interlibrary Loan

    A. ILL Requirements
    B. Copyright

# Operating A Library

The day-to-day operations which provide services to the library's users are the topics included in this chapter. In a one-person library, that one person does everything that needs to be done. Sometimes the tasks are management type, like budgeting, planning and staff training. However, there are also tasks to be done every day, and tasks that can be delegated to another employee as the staff is enlarged. These include the information you need to know in order to explain how to find materials in a library, how to use the card catalog and the ALN Catalog, how to do interlibrary loan and to order films. Those library operations which effect the users and their use of the library are included here.

## I. ARRANGEMENT OF THE COLLECTION

Simplicity is important in the arrangement of books in the library. It is easier for users to find the materials they want, and it is easier to train new staff or substitutes.

A library should have as few separate shelving arrangements as are feasible. Yet books shouldn't all be placed in one continuous filing arrangement for you would find picture books far above the heads of the children who want them. These same children would have trouble finding books suitable to their reading skills. We also want to separate fiction books from nonfiction, or factual books; consequently some separate shelving arrangements are necessary.

All adult fiction can be interfiled in one alphabetic sequence, instead of grouping books by reading interests of westerns, mysteries, romances, science fiction, etc.

Some separate groupings of materials are necessary:

1. By broad READING LEVELS (picture books, juvenile books, adult books).
2. FICTION (story books) and NONFICTION (facts, real things or true events).
3. FORMAT, that is magazines, books, pamphlets, audiocassettes or other media.
4. REFERENCE, and other materials to be used only in the library.

The groupings or categories found most commonly in Alaska libraries are:

| | |
|---|---|
| Easy or picture books | (preschool through grade 3) |
| Juvenile fiction | (Grades 4 through 6) |
| Young adult fiction | (Grades 7 through 9) |
| Adult fiction | (Grades 10 through adult) |
| Nonfiction | |
| Alaska and the arctic | |
| Reference | |
| Magazines & Newspapers | |
| Paperback exchange | |

## E or PICTURE BOOKS

Easy or picture books are those to be read aloud or which students in primary grades can read. These can be arranged by first letter of the author's last name; all the As together, Bs, Cs, Ds, etc.

## JUVENILE AND YOUNG ADULT FICTION

Juvenile fiction and young adult fiction are often shelved in separate shelving units. The reasons are: reading skills, reading interests, and the height of the library user. Make sure the books for younger children are on low shelves within their reach. Shelve these alphabetically by the first three letters of the author's last name or by the full last name. The label on the spine, card and pocket should have a J or Y before the author letters. YA fiction can be on taller shelves.

## ADULT FICTION

In public and school libraries, fiction is usually shelved in alphabetical order by the author's last name. In processing, F or Fic is placed above the letters of the author's name on the label, card and pocket.

Some libraries have separate shelves for particular genre of adult fiction--western, mysteries, and science fiction. However, interfiling of all adult fiction has advantages:

1) Shifting books or rearranging the collection is easier, so there is more flexibility for the library.

2) Stories by one author are all shelved together.

3) Readers may be attracted to another title which they would not intentionally seek out.

4) Preprocessing services do not identify specific genre (westerns, science fiction, etc.) therefore such identification must be done by the library staff. This requires staff time, labeling may be forgotten, or it may be necessary to read each book before identifying its type of fiction.

# NONFICTION

Nonfiction books are "true"; that is, facts, about real things, people, or events. For a small library, interfiling of all nonfiction (juvenile, young adult and adult) has advantages: Children's nonfiction books often are better illustrated and since adults don't usually look in the children's section to satisfy their own interests, they may miss some fine books. Adult poor readers are not stigmatized by using the children's section of the library. Advanced children can readily find materials when all the books on the same topic are shelved together. The collection is less fragmented in arrangement.

Children's nonfiction books can use the J before the classification number on the spine label even when nonfiction is shelved together. The books are shelved by the number first (not the J), and then in alphabetical order by the author. The J is an aid to the library user in making a selection.

A biography is an account of a person's life, or several people's lives. Biographies have several options for classification, and the choice of classification numbers affects the shelving arrangement. These choices are:

| **920-928** or **92** or **B** or | | **Dewey Number**<br>(occupation of person the book is about) |
|---|---|---|
| 920 - | Collective biography (lives of several people; for example, early explorers, the Presidents, the Kings of England) | |
| 921 - | Philosophers and psychologists | - 100s |
| 922 - | Religious leaders, workers | - 200s |
| 923 - | Persons in social sciences | - 300s |
| 924 - | Philologists and lexicologists | - 400s |
| 925 - | Scientists | - 500s |
| 926 - | Persons in technology | - 600s |
| 927 - | Persons in arts and recreation | - 700s |
| 928 - | Persons in literature | - 800s |

Libraries selecting either the B or the 92 option must establish a special section for biographies. If the 920-928 or the Dewey class numbers (100s-800s) are chosen, biographies can be shelved in their normal Dewey Decimal order. An advantage of shelving by the Dewey number is the greater flexibility for shelving arrangement, and for ease of rearrangement and shifting at some future time.

## CLASSIFICATION OPTIONS for BIOGRAPHIES

| | Advantages | Disadvantages |
|---|---|---|
| B | *Books can be shelved alphabetically by last name of the person the book is about. | *Separates biographies of people with the same occupation. |
| or | *Easy for user to distinguish since the classification number is so different. | *Does not follow numerical arrangement of other non-fiction. |
| 92 | | *Numbering sequence is not logical because numbers change from 919 to 92 and back to 929.<br>*May cause confusion because these are the only numbers with fewer than three digits in the Dewey classification system.<br>*May need separate shelving section.<br>*Exceptions require more training of users and staff |

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| | | |
|---|---|---|
| 920 to 928 | *Follows usual non-fiction sequence<br>*Easier to shift books<br>*Fewer exceptions to train staff members | *Users will probably need to use the card catalog or ALN Catalog to locate the classification number of a particular biography |
| or | *Groups people with similar occupations: the presidents would be together, explorers, etc. | |
| 100 to 899 and 920 to 928 | *Is consistent with classification of other non-fiction. | |

## ALASKA and the ARCTIC

Many questions are asked about Alaska; its history, wildlife, native cultures, pioneers. Public and school libraries usually try to establish a separate shelving area for books about Alaska.

Stories about Alaska and the arctic are popular too; consequently many libraries find it useful to shelve both fiction and nonfiction books about Alaska in the same shelving area.

## REFERENCE

Reference books are those used for information and are not intended to be read from cover to cover. These include encyclopedias, dictionaries, atlases, almanacs, indexes, etc. Some libraries do not allow reference books to be checked out at all; others permit them to circulate for a short period of time, either a few hours or overnight. This reference collection is usually placed near the librarian's desk or the circulation desk because people may need assistance in locating information.

## MAGAZINES and NEWSPAPERS

Different formats of materials require different types of storage. Books stand upright on a shelf because of their hard covers, magazines and newspapers do not; therefore special shelving is needed.

### Magazines:

Companies which sell library shelving have special display units for periodicals. These are slanted shelves which allow the magazines to be displayed with the cover facing outward. Small libraries usually shelve most magazines in alphabetical order by title. Children's magazines should be placed on the lower shelves so that they can be reached by shorter library users.

The library staff needs to decide how long it wants to keep back issues. Most libraries try to keep all issues of the current year and at least one year of back issues. Titles which are used frequently may be kept longer. The amount of shelf and floor space available are determining factors.

Back issues of magazines can be laid flat on shelves, but those on the bottom of a stack are difficult to get out. Keeping the periodicals in chronological order is difficult too. A more convenient storage is by the use of pamphlet file boxes in which magazines can stand upright. Most library supply firms sell file boxes of plastic or fiberboard. Some of the fiberboard ones are shipped and stored flat, then folded into a sturdy, upright box when ready for use.

**Newpapers:**

Special shelving units are available for newspapers, but they aren't a necessity. Newspapers can be laid flat on shelves.

Some newspaper racks use a long stick with slits. The sections of the newspaper are slid onto the stick, and the stick is hung on a rack. Some racks are free standing, others are built into wall shelving units. Another design for newspaper shelving units holds the folded newspaper on slanted shelves. The choice of shelving design is dependent upon its cost and the available floor space.

Back issues of newspapers are retained for varying periods of time depending on use, place of publication and availability in microform. Major national newspapers and those of the larger cities in the state are available in microfilm or microfiche, consequently it is not necessary to keep more than one to three months of back issues of those titles.

Local newspapers are an important historical record of the community and if back issues are not available in microform, the library should try to retain a permanent collection of back issues. Some of these newspapers may be weekly or published irregularly. Some are mimeographed by local residents. The important thing to remember is that they may be unavailable elsewhere in the state. The library should try to keep two sets of the local newspaper, one for public use and one complete set for converting to microform sometime in the future.

The State Library has assisted some communities in microfilming historical newspapers. Contact the State Library in Juneau if you have questions about this service.

## PAPERBACK EXCHANGE

A paperback exchange can be one of the most popular services of the library. In an exchange, people donate paperbacks which they have read, and then borrow other paperbacks which they have not read. The library does not catalog books in an exchange collection, nor keep any record in the shelf list. Consequently these books do not need to be kept in a particular order. Since there is little concern that particular titles be returned, the exchange collection can be placed in an out-of-the way location. Some libraries place them in the arctic entry, or in a public corridor so that people can get books when the library is closed.

## II. CLASSIFICATION AND CATALOGING

Fiction books (story books) are usually placed in alphabetical order on library shelves by the author's last name.

Example:
Armstrong, Charlotte
Benchley, Nathaniel
Chandler, Raymond
Clavell, James
DeVries, Peter
Fowles, John
etc.

### A. Classification

Nonfiction, or "true" books are assigned a number, which is called a classification number. Its purpose is to group books on the same subject (class) together. Just as schools have science class or history class, libraries group books by class. Most small public libraries and school libraries use the Dewey Decimal Classification (DDC) System. Its name comes from the man who developed the system (Melvil Dewey) and it uses numbers with decimals -- like money is divided into dollars and cents by a decimal point.

Example:
$378.14 (dollars and cents)
374.28 (DDC for adult education centers)

The DDC system established numbers for ten classes of knowledge:

000 Generalities
100 Philosophy
200 Religion
300 Social sciences
400 Language
500 Pure science
600 Applied science (Technology)
700 The Arts
800 Literature
900 General Geography and history

The DDC system keeps dividing each class by tens. Here is an example from the social sciences:

300 SOCIAL SCIENCES (main class)
310 Statistics
320 Political science
330 Economics
340 Law
350 Public Administration
360 Social problems and services
370 Education
380 Commerce (Trade)
390 Customs, etiquette, folklore

Each division is further divided into 10 sections. Example:

370 Education
    371 Generalities of education
    372 Elementary education
    373 Secondary education
    374 Adult education
    375 Curriculums
    376 Education of women
    377 Schools and religion
    378 Higher education

Each section is further subdivided by decimals for more specific numbers for a subject. Example:

374 Adult education
    374.1 Self-education
    374.2 Group education
    374.21 Special interest groups
    374.22 Reading and discussion groups
    374.26 Use of radio
    374.27 Use of mass media
    374.28 Community centers for adult education
    374.29 Institutions and agencies
    374.4 Correspondence schools and instruction

The DDC uses decimals, so in order to understand the values of the numbers, think of them as money. The numbers to the right of the decimal point would be the cents. The order in which the books would be shelved is:

| Book numbers | | Money |
|---|---|---|
| 940 | = | $940.00 |
| 940.1 | = | 940.10 |
| 940.232 | = | 940.23 |
| 940.3 | = | 940.30 |
| 940.401 | = | 940.40 |
| 940.42 | = | 940.42 |
| 940.449 | = | 940.44 |
| 940.5 | = | 940.50 |

An outline of the main classes and divisions follows:

From: Dewey
Dewey decimal classification and relative index. Forest Press, 1971.

## *Second Summary **
## *The 100 Divisions*

| | |
|---|---|
| 000 | Generalities |
| 010 | Bibliographies & catalogs |
| 020 | Library & information sciences |
| 030 | General encyclopedic works |
| 040 | |
| 050 | General serial publications |
| 060 | General organizations & museology |
| 070 | Journalism, publishing, newspapers |
| 080 | General collections |
| 090 | Manuscripts & book rarities |
| 100 | Philosophy & related disciplines |
| 110 | Metaphysics |
| 120 | Knowledge, cause, purpose, man |
| 130 | Popular & parapsychology, occultism |
| 140 | Specific philosophical viewpoints |
| 150 | Psychology |
| 160 | Logic |
| 170 | Ethics (Moral philosophy) |
| 180 | Ancient, medieval, Oriental |
| 190 | Modern Western philosophy |
| 200 | Religion |
| 210 | Natural religion |
| 220 | Bible |
| 230 | Christian doctrinal theology |
| 240 | Christian moral & devotional |
| 250 | Local church & religious orders |
| 260 | Social & ecclesiastical theology |
| 270 | History & geography of church |
| 280 | Christian denominations & sects |
| 290 | Other religions & comparative |
| 300 | The social sciences |
| 310 | Statistics |
| 320 | Political science |
| 330 | Economics |
| 340 | Law |
| 350 | Public administration |
| 360 | Social pathology & services |
| 370 | Education |
| 380 | Commerce |
| 390 | Customs & folklore |
| 400 | Language |
| 410 | Linguistics |
| 420 | English & Anglo-Saxon languages |
| 430 | Germanic languages German |
| 440 | Romance languages French |
| 450 | Italian, Romanian, Rhaeto-Romanic |
| 460 | Spanish & Portuguese languages |
| 470 | Italic languages Latin |
| 480 | Hellenic Classical Greek |
| 490 | Other languages |
| 500 | Pure sciences |
| 510 | Mathematics |
| 520 | Astronomy & allied sciences |
| 530 | Physics |
| 540 | Chemistry & allied sciences |
| 550 | Sciences of earth & other worlds |
| 560 | Paleontology |
| 570 | Life sciences |
| 580 | Botanical sciences |
| 590 | Zoological sciences |
| 600 | Technology (Applied sciences) |
| 610 | Medical sciences |
| 620 | Engineering & allied operations |
| 630 | Agriculture & related |
| 640 | Domestic arts & sciences |
| 650 | Managerial services |
| 660 | Chemical & related technologies |
| 670 | Manufactures |
| 680 | Miscellaneous manufactures |
| 690 | Buildings |
| 700 | The arts |
| 710 | Civic & landscape art |
| 720 | Architecture |
| 730 | Plastic arts Sculpture |
| 740 | Drawing, decorative & minor arts |
| 750 | Painting & paintings |
| 760 | Graphic arts Prints |
| 770 | Photography & photographs |
| 780 | Music |
| 790 | Recreational & performing arts |
| 800 | Literature (Belles-lettres) |
| 810 | American literature in English |
| 820 | English & Anglo-Saxon literatures |
| 830 | Literatures of Germanic languages |
| 840 | Literatures of Romance languages |
| 850 | Italian, Romanian, Rhaeto-Romanic |
| 860 | Spanish & Portuguese literatures |
| 870 | Italic languages literatures Latin |
| 880 | Hellenic languages literatures |
| 890 | Literatures of other languages |
| 900 | General geography & history |
| 910 | General geography Travel |
| 920 | General biography & genealogy |
| 930 | General history of ancient world |
| 940 | General history of Europe |
| 950 | General history of Asia |
| 960 | General history of Africa |
| 970 | General history of North America |
| 980 | General history of South America |
| 990 | General history of other areas |

* Consult schedules for complete and exact headings

### B. Cataloging

The purpose of cataloging the library collection is to provide an index to the materials. It enables a person to find an item when the author, or the title, or a subject is known. The catalog indexes the holdings of the library by a certain author, or on a certain topic.

For a book or other printed materials, the cataloger examines the title page and notes the:

- author
- title
- publisher and place of publication
- date
- its physical description (number of pages, height in centimeters, illustrations, maps. etc.)
- identifying numbers (ISBN, ISSN) and other information specific to the item (series, edition, etc.)

Then the content of the book is examined to determine what the book is about. These topics are translated to "subject headings", which are standard phrases. Many libraries use the subject headings developed by the Library of Congress.

The cataloging of films, filmstrips, maps, music, etc. is similar, except the information differs somewhat. The producer, the number of frames, the speed and size of the phonorecord, the performers, the scale of the map and other identifying information is recorded. Subject headings are assigned, similar to those used for books.

The information about these library materials is produced in a standard library format, and becomes the library's catalog. This catalog may consist of cards, or be produced on microfiche (Alaska Library Network Catalog) or microfilm (Anchorage School District Catalog), or in a computer, etc.

The card catalog will be used as illustration for this discussion, but the explanation can be applied to any catalog, regardless of format.

A card is prepared for each way a person might look for a book, phonorecording, film, etc.; that is by author, composer, title, subject, and so on. A group of cards for one item is called a card set. The cards are filed in the card catalog and become the index to the library collection. People can look in the card catalog to find which books are likely to have the information they want, or whether the library has books by a certain author or a recording by a certain composer--or similar questions.

## III. CARD CATALOG & SHELFLIST

A **Card Catalog** consists of a cabinet with a series of drawers or trays containing cards which index the library collection. The card catalog is a tool to locate library materials and should be placed in the public area of the library.

Preprinted catalog cards and blank catalog cards are widely available. Automation is used to produce the preprinted cards and the larger firms and most libraries have adopted a standard format of headings, punctuation and spacing. See the section "Processing" for more information.

The cards in a catalog can be filed in different ways. A **dictionary card catalog** has all cards, whether author, title, subject, or added entry, filed in one alphabetic sequence.

The ALN Catalog is a divided catalog in its filing and is produced by computer in microfiche format. Since the ALN Catalog is in all libraries with fiche readers, libraries may wish to follow the same filing rules. Library users can then use both the local card catalog and the ALN Catalog in the same way.

A **divided catalog** has one or more types of cards in a separate filing sequence. For example:

*Authors & Titles*
*Subjects*

(filed in two separate filing sequences in the catalog)

*or*

*Authors*
*Titles*
*Subjects*

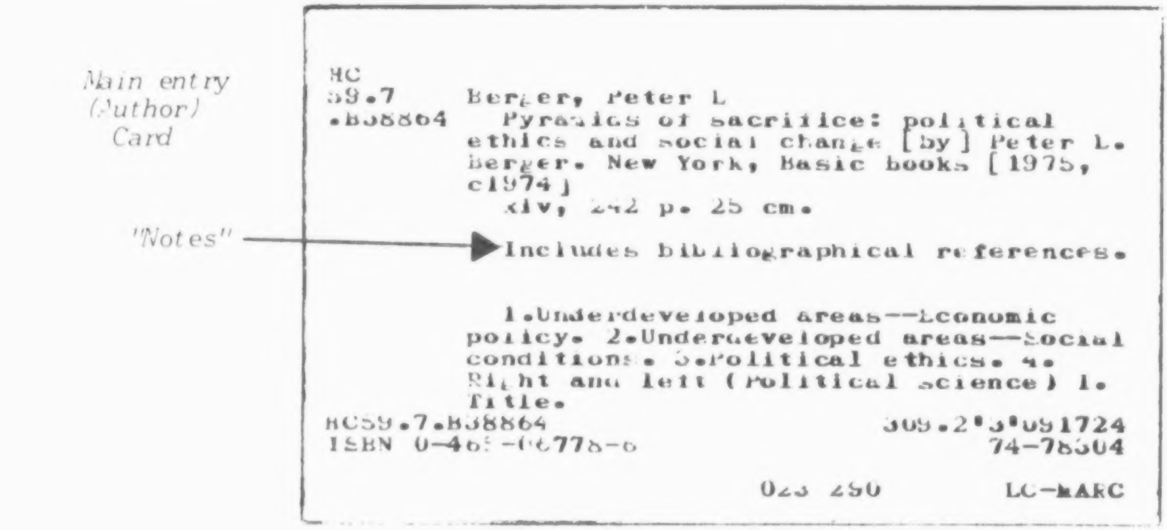
(filed in three separate filing sequences in the catalog)

In a small library, either the divided catalog like the ALN Catalog or a dictionary catalog is quite satisfactory.

The **Shelflist** is an inventory record of the materials in the library. These cards are filed in the same order that the books are arranged on the shelves. The Shelflist card is one card of the card set and is a duplicate of the main entry card. On it the librarian lists information such as the number of copies the library has, the cost, and the date added to the collection. Tracings list all the subject and added entries in the card set.

Examples of a main entry and a shelflist card are shown below.

## Examples: Main Entry and Shelflist Cards


Main entry
(Author)
Card
"Notes"

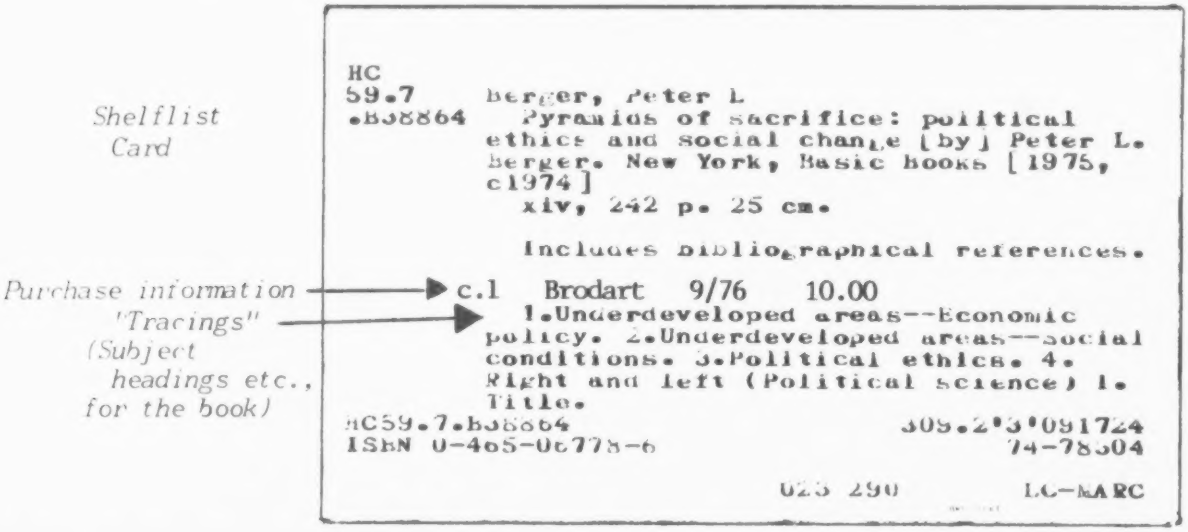
HC
59.7 Berger, Peter L
.B38864 Pyramids of sacrifice: political
ethics and social change [by] Peter L.
Berger. New York, Basic Books [1975,
c1974]
xiv, 242 p. 25 cm.

Includes bibliographical references.

1. Underdeveloped areas--Economic
policy. 2. Underdeveloped areas--Social
conditions. 3. Political ethics. 4.
Right and left (Political science) I.
Title.

HC59.7.B38864 309.2'3'091724
ISBN 0-465-06778-6 74-78504

023 290 LC-MARC


Shelflist
Card
Purchase information
"Tracings"
(Subject
headings etc.,
for the book)

HC
59.7 Berger, Peter L
.B38864 Pyramids of sacrifice: political
ethics and social change [by] Peter L.
Berger. New York, Basic Books [1975,
c1974]
xiv, 242 p. 25 cm.

Includes bibliographical references.

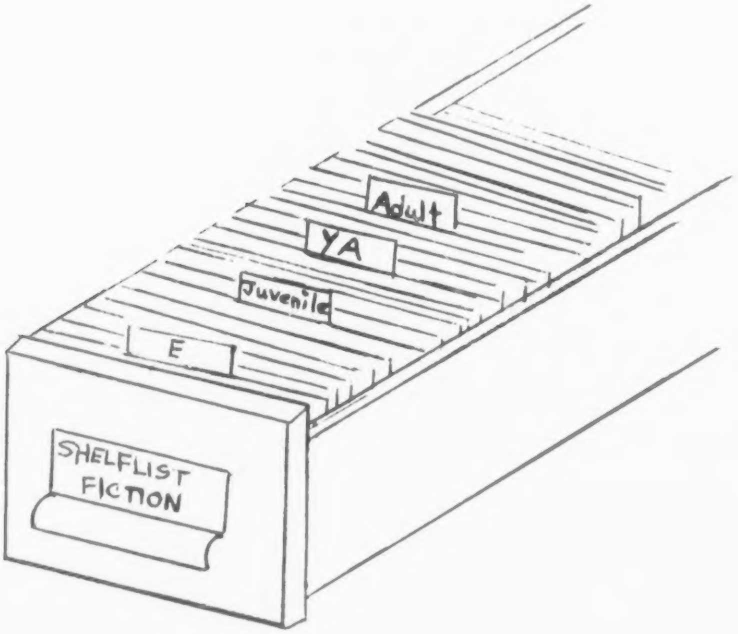
c.1 Brodart 9/76 10.00

1. Underdeveloped areas--Economic
policy. 2. Underdeveloped areas--Social
conditions. 3. Political ethics. 4.
Right and left (Political science) I.
Title.

HC59.7.B38864 309.2'3'091724
ISBN 0-465-06778-6 74-78504

023 290 LC-MARC

In a shelflist the cards are in the same order as the books on the shelves. If there is a separate shelving section for easy reading picture books, then there is a separate section in the shelf list for them. If all non-fiction is filed together, than all non-fiction will be interfiled in the shelf list. Here is an example of a shelf list drawer:



A non-fiction drawer would have the cards arranged in order by the classification number. So these cards would be in numerical order.

If the library has a separate shelving section for Alaskana, this would be another filing sequence in the shelflist, as are reference books.

A shelflist is generally retained in the library work area since it is maintained for inventory and operation of the library.

### A. Card set

A card set consists of several cards. These can be:

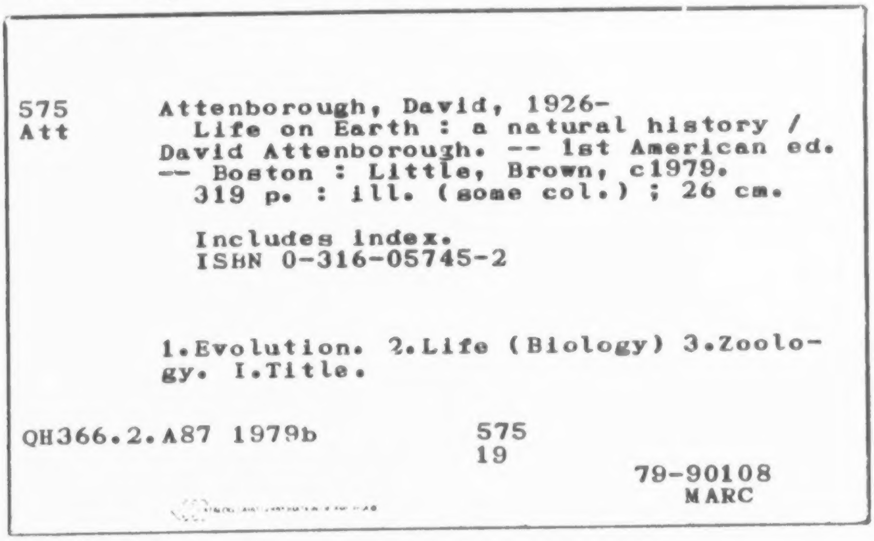
1. Main entry card (author, editor, etc.)
2. Subject cards (words all in capital letters on the top line)
3. Title card
4. Added entries (title, illustrator, a second author, series, etc.)
5. Shelf list card (inventory record)

Not all books have all these cards. You can tell which cards are in a set by looking near the bottom of the card. The subjects are numbered 1, 2, 3 etc. The added entries are numbered with Roman numerals, I, II etc.

In the example below the subjects are:

1. Evolution. 2. Life (Biology) 3. Zoology

The added entry is: I. Title.



575
Att

**Attenborough, David, 1926-**
**Life on Earth : a natural history / David Attenborough. -- 1st American ed. -- Boston : Little, Brown, c1979.**
**319 p. : ill. (some col.) ; 26 cm.**

**Includes index.**
**ISBN 0-316-05745-2**

**1.Evolution. 2.Life (Biology) 3.Zoology. I.Title.**

**QH366.2.A87 1979b**
**575**
**19**
**79-90108**
**MARC**

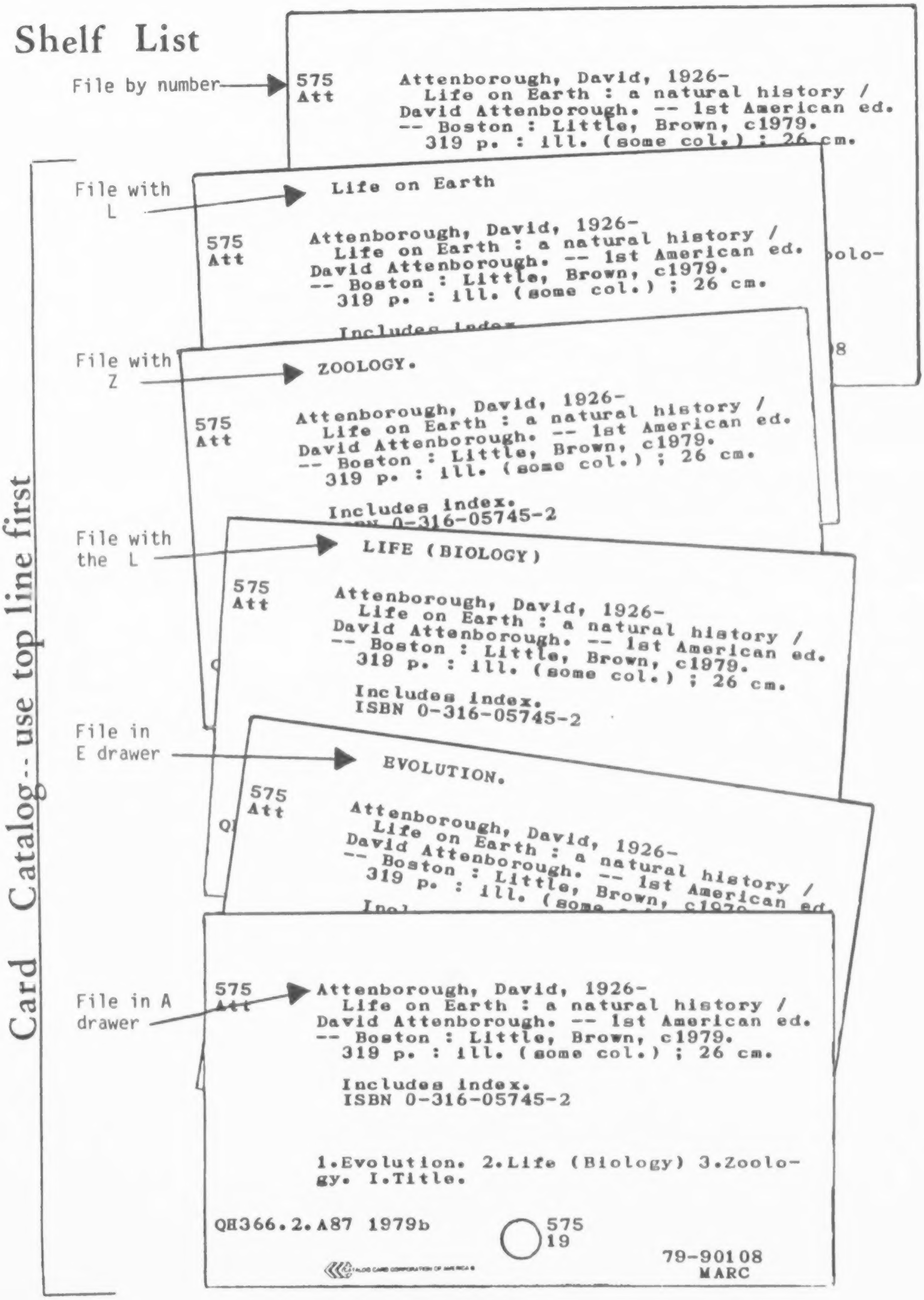
So this set of cards would consist of 6 cards as follows:

| | |
|---|---|
| 1. Main entry | Attenborough, David |
| 2. EVOLUTION | subject |
| 3. LIFE (BIOLOGY) | subject |
| 4. ZOOLOGY | subject |
| 5. Life on earth | added entry, title |
| 6. Shelf list card | |

If there are more than 6 cards for this title, the extra cards should be thrown away!

In filing in the card catalog, the top line is the one considered first. The shelf list cards are filed separately in the same order as the books are on the shelves. See the next page.

# Shelf List



575
Att
Attenborough, David, 1926-
Life on Earth : a natural history /
David Attenborough. -- 1st American ed.
-- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Life on Earth

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history /
David Attenborough. -- 1st American ed.
-- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

ZOOLOGY.

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history /
David Attenborough. -- 1st American ed.
-- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Includes index.

LIFE (BIOLOGY)

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history /
David Attenborough. -- 1st American ed.
-- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Includes index.
ISBN 0-316-05745-2

EVOLUTION.

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history /
David Attenborough. -- 1st American ed.
-- Boston : Little, Brown, c1979.
319 p. : ill.

575
Att
Attenborough, David, 1926-
Life on Earth : a natural history /
David Attenborough. -- 1st American ed.
-- Boston : Little, Brown, c1979.
319 p. : ill. (some col.) ; 26 cm.

Includes index.
ISBN 0-316-05745-2

1.Evolution. 2.Life (Biology) 3.Zoology. I.Title.

QH366.2.A87 1979b
575
19
79-90108
MARC

This set of catalog cards was prepared by a commercial firm using data in its computer. The cataloging information was prepared by the Library of Congress.

It is recommended that libraries purchase the catalog card sets rather than typing their own. More information about this procedure is given in Chapter IV, "The Library Collection."

## B. Card Catalog - Filing

The card catalog is the index to the library collection--author, composer, editor, title and subject. Depending on local practices it can also index by illustrator, series name and more. Phonograph recordings, films, filmstrips, audiotapes, photographs, maps and other library materials can be indexed in the card catalog.

The catalog is a complicated library tool, and over the years, rules have developed on filing in the catalog. Libraries throughout the country have followed these rules, with some local variations. One reason for consistency with filing is so users can learn how to find materials in one library--and with that learning, know how to use libraries in another community, in schools, and in colleges and universities.

Automation has forced some changes in filing rules. People can make judgments, but a computer hasn't that degree of flexibility. Libraries which have card catalogs already established will need to know the new rules in order to use the ALN Catalog effectively. Libraries making extensive revisions or refiling may want to use the new rules for consistency, as an aid to library users.

A couple basic principles shaped the new filing rules:

> "1. *Elements in a filing entry should be taken in exactly the form and order in which they appear.**

An example of the new rules means that no longer will titles beginning with numerals, like 101 Dalmations, be filed as "one hundred and one," nor will Mac and Mc be interfiled, nor will St. George be filed as "Saint George." The numbers 101 will be filed with other numbers, Mac will precede Mc, and St. will precede longer words beginning with the letters St. as in state or street.

> "2. *Related entries should be kept together if they would be difficult to find when a user did not know their precise form."*

Headings beginning with the same words are grouped together; a longstanding rule which hasn't changed.

The filing rules begin on a separate page so that they can be duplicated for staff or filed in a procedure manual--whichever is convenient. The rules will require slight modification if the library has a divided catalog because author, title, and subject cards will not be in just one alphabetic sequence.

Remember, all capital letters on the top line indicate a subject card.

---

* Library of Congress Filing Rules. Prepared by John C. Rather and Susan C. Biebel. Library of Congress, 1980.

## C. Card Catalog - Filing Rules

Rules for filing in a small dictionary catalog:

1. File by the top line of the catalog card. Ignore the articles "a", "an", or "the" when appearing as the FIRST word of a line.

2. File cards on which the top line begins with numbers, either expressed in digits or in another form of numbers (e.g. Roman numerals), before cards beginning with letters, and sequence them according to their numerical value.

   Example:

   1, 2, buckle my shoe
   1 brief shining moment
   The 1st International Conference...
   2nd Soviet-Swedish Symposium
   The II World War
   20 Landscape painters
   20th Century
   1001 pitfalls
   1,001 valuable things
   1800-1850, Americans move westward
   $3,650,000 general obligation bonds
   200,000,000 guinea pigs

3. Letters (A-Z) follow numerals and are sequenced according to the English alphabet (a, b, c, d, etc.), except ignore the articles "a", "an", or "the" when the *first* word of a line. Upper case (capital letters) and lower case letters (small letters) have equal filing value.

   Articles, a, an, the, *within* a title or phrase are filed as written. For example, in *Managing the school library*, "the" is used in filing.

   Example:

   A to Z
   The Almanac of world military power
   An Apple a day
   The Child and society
   Dogs, dogs, dogs
   Games for everyone
   The Hotel guide
   A Nightmare in the closet

4. File word by word with shorter words before longer, and letter by letter within the word.

   Examples:

   I see a song
   The Idea of America
   Idealism
   Ideals
   In Vogue
   Income

5. Initials separated by punctuation are filed as separate words. Abbreviations without interior punctuation are filed as single whole words in alphabetical order, for example "U.S." as two separate words, "IBM" as one word.

   Example:

   a; a novel
   A.A. Milne
   A-Apple pie
   A.I.D. research and development
   A.K.C.'s world
   Aaker, David
   The abbreviation citation
   ABC Afterschool specials

6. Numbers expressed as words are filed alphabetically.

   Example:

   "One hundred" is filed with the letter "O".

7. Punctuation marks are ignored in filing unless they indicate a subarrangement.

   Example:

   IGNORE - Apostrophes, dashes, parenthesis, commas
   USE - Periods, semicolons

   A-Apple - (the dash is treated as a space)

   ALASKA--ANTIQUITIES - (The two dashes indicate a subarrangement)

8. When one author has written several books, file alphabetically by title.

   Example:

   Asimov, Isaac

   ABC's of the ocean
   Before the golden age
   Earth: our crowded spaceship

9. Names and abbreviations are filed as written regardless of how they are pronounced or how similar to other forms of the name.

Braun
Brown
Browne
Brownn
Doctor
Dogs
Dr.

Macauly, George
MacGregor, Ellen
Machine
Matusow, Allen J.
McCallon

10. Forenames used by several people follow the alphabetic arrangement, if possible, followed by a descriptive phrase, which is filed alphabetically. For royalty the numerals are arranged chronologically, earliest first.

Henry II. King of England, 1133-1189
Henry IV. King of England, 1367-1413
Henry IV. King of France, 1553-1610
Henry V. King of England, 1387-1422
Henry VIII. King of England, 1491-1547
Henry, Athapascan Chief
Henry, Duke of Lancaster
Henry, Huslia, Alaska, Chief
HENRY, CHARLES, 1859-1926
Henry, Charles Eugene, 1835-1906
Henry, Zunia
Henry
Henry 3
Henry A. Wallace
Henry Adams
Henry and Beezus

11. File works by an author before works about the author (author as a subject).

| | |
|---|---|
| Blume, Judy | (author) |
| BLUME, JUDY | (subject) |
| BLUME, JUDY--BIOGRAPHY | (subject) |

12. Subject subdivisions (identified by dashes) file ahead of inverted modifiers ( punctuated by commas or parenthesis).

| | |
|---|---|
| CHILDREN | (subject) |
| CHILDREN--SURGERY | (subject & subdivision) |
| CHILDREN--AFRICA | (subject & subdivision) |
| CHILDREN--UNITED STATES | (subject & subdivision) |
| CHILDREN, ADOPTED | (subject & modifier) |
| MOLDS (BOTANY) | (subject & modifier) |

13. Subject subdivisions (following the dashes) are filed in the following sequence:

   a. Period subdivisions (time in years or historical period)

   b. Form and topical subdivisions

   c. Geographical subdivisions

| | |
|---|---|
| AMERICAN LITERATURE | (subject) |
| AMERICAN LITERATURE--COLONIAL PERIOD | (period subdivision) |
| AMERICAN LITERATURE--19th CENTURY | (period subdivision) |
| AMERICAN LITERATURE--ADDRESSES, ESSAYS, LECTURES | (form subdivision) |
| AMERICAN LITERATURE--AFRO-AMERICAN AUTHORS | (topical subdivision) |
| AMERICAN LITERATURE--STUDY AND TEACHING | (form subdivision) |
| AMERICAN LITERATURE--ALASKA | (geographical subdivision) |
| AMERICAN LITERATURE--NORTHWEST, PACIFIC | (geographical subdivision) |

| | |
|---|---|
| ENGLISH NEWSPAPERS | (subject) |
| ENGLISH NEWSPAPERS--TAXATION | (topical subdivision) |
| ENGLISH NEWSPAPERS--INDIA | (geographical subdivision) |
| ENGLISH NEWSPAPERS--SOUTH AFRICA | (geographical subdivision) |
| ENGLISH NEWSPAPERS--IN FOREIGN COUNTRIES | (phrase) |

14. Period subdivisions in the form of "TO (date)" precede all other dates in the chronological sequence:

Example:

EGYPT--HISTORY--TO 640 A.D.
EGYPT--HISTORY--640-1150

15. Period subdivisions are arranged in chronological sequence, even when the dates do not appear:

FRANCE--HISTORY--CHARLES VI, 1380-1422
FRANCE--HISTORY--16th CENTURY

16. Terms of honor (Dame, Lady, Lord, Sir) and terms of address (e.g. Mrs.) which precede a first name are filed as though they follow the forename.

Reynolds, John Hamilton, 1794-1852.
Reynolds, Josephine
Reynolds, Joshua, Sir, 1723-1792
Reynolds, Kay, 1911-

*NOTE: If you decide to follow the same filing arrangement as the ALN Catalog, **authors and titles will be in one alphabetic sequence and subjects will be in a second alphabetic sequence.** Subject cards use only capital letters on the top line.*

## D. EXAMPLES

Alaska
ALASKA
ALASKA--ANTIQUITIES
ALASKA--BIOGRAPHY
ALASKA--BIOGRAPHY--DIRECTORIES
ALASKA--DESCRIPTION AND TRAVEL--1896-1959
ALASKA--POETRY
Alaska. Agriculture Experiment Stations
Alaska. Dept. of Administration
Alaska. Dept. of Fish and Game
ALASKA. DEPT. OF FISH AND GAME--DIRECTORIES
Alaska: the great land
Alaska accident statistics
Alaska native languages
ALASKA RAILROAD
Alaska statehood
Alaska, the 49th state
Alaska : the big land
An Alaskan reader
The Alaskans
Alaska's flag
CHILDREN
CHILDREN--WRITING
CHILDREN--AFRICA
CHILDREN--UNITED STATES
CHILDREN, ADOPTED
CHILDREN, VAGRANT
CHILDREN (INTERNATIONAL LAW)
The Children
Children : a pictorial archive
Children; poems and prose
CHILDREN AS ACTORS
DDT (INSECTICIDE)
De Bary
De La Mare
De Laguna
The decline
Del Mar
DeLany
Des Moines (Iowa)
Design
Dumas, Alexandre, 1802-1870

EXAMPLES cont.

Fairbank, Thomas John
Fairbanks, Charles
FAIRBANKS, DOUGLAS, 1883-1939
FAIRBANKS, DOUGLAS, 1883-1939--PORTRAITS, ETC.
FAIRBANKS, DOUGLAS, 1909-
Fairbanks, Virgil F., 1930-
Fairbanks. Crisis Line
Fairbanks (Alaska)
Fairbanks, Alaska. City Hall
Fairbanks, Commercial Club
FAIRBANKS (ALASKA)
FAIRBANKS (ALASKA)--BIOGRAPHY
FAIRBANKS (ALASKA)--FAIRS
FAIRBANKS (ALASKA)--FLOODS
Fairbanks : golden heart of Alaska
Fairbanks, a city historic building survey
Fairbanks flood disaster
Fairbanks, golden heart city
FAIRY TALES--GERMANY
FAIRY TALES--NORWAY
Fairy tales from Viet Nam
FAIRY TALES IN LITERATURE
Fairy tales of Germany
George, Abraham M.
George, Wilma
GEORGE, FORT (ONT.)
GEORGE, LAKE--HISTORY
GEORGE, LAKE, ALASKA
George; an early autobiography
George and Anna
INDIAN PONIES
INDIANS OF NORTH AMERICA--BOATS
INDIANS OF NORTH AMERICA--DANCES
INDIANS OF NORTH AMERICA--LANGUAGES
INDIANS OF NORTH AMERICA--TRIBAL GOVERNMENT
INDIANS OF NORTH AMERICA--WOODCARVING
INDIANS OF NORTH AMERICA--ALASKA--BASKET MAKING
INDIANS OF NORTH AMERICA--CALIFORNIA
INDIANS OF NORTH AMERICA--UTAH
INDIANS OF NORTH AMERICA--WEST (U.S.)
INDIANS OF NORTH AMERICA--YUKON TERRITORY
Indians of Puget Sound
INDIANS OF SOUTH AMERICA
Indians of the North Pacific Coast

EXAMPLES cont.

MacGregor, George
Machinery
McCallon, Edward
Mister Billy's gun
Mistress Masham's repose
MIT Press
Model cars
Mr. Blue
Mrs. Mike
Ms. The decade of women
The mudlark.
NEW YORK. ACTORS STUDIO
NEW YORK. City College
NEW YORK (N.Y.)--BUILDINGS
NEW YORK (STATE)--ANTIQUITIES
Newall, A.B.
NEWSPAPER PUBLISHING
Norton, Andre
  At swords' points
  Galactic derelict
  Steel Magic
NORTON, ANDRE--BIBLIOGRAPHY
NORTON, William
NORTON BAY
NORTON FAMILY
Norton lectures
Norton Sound Health Corporation
NORTON SOUND REGION (ALASKA)
U.S.A. oil industry directory. 1970-
The U.S. Air Force
The U.S.S.R. today
U.S. scientists
United Press Associations
UNITED STATES--AIR DEFENSES
UNITED STATES--CIVILIZATION
UNITED STATES--HISTORY
UNITED STATES--HISTORY--COLONIAL PERIOD, CA. 1600-1775
UNITED STATES--HISTORY--QUEEN ANNE'S WAR, 1702-1713
UNITED STATES--HISTORY--REVOLUTION, 1732-1799
UNITED STATES--HISTORY--FRENCH AND INDIAN WAR, 1755-1763
UNITED STATES--HISTORY--REVOLUTION, 1775-1783
UNITED STATES--HISTORY--1783-1865
UNITED STATES--HISTORY--1809-1817
UNITED STATES--HISTORY--WAR OF 1812
UNITED STATES--HISTORY--CIVIL WAR, 1861-1865
UNITED STATES--HISTORY--1865-1900
UNITED STATES--HISTORY--20th CENTURY
UNITED STATES--HISTORY--1901-1953

## IV. CIRCULATION

### A. Registration Files

A Registration File is a card file of all library users. The individuals list their name, address, telephone number, and the name of someone who would know their address if they moved.

Registration files are not essential, particularly in small communities where everyone is known. It is the larger towns where the library cannot locate people to remind them of overdue books that registration files may be needed. A library in a community with a very transient population may decide a registration file is necessary.

Anchorage Municipal Libraries did not register borrowers until an automated circulation system was installed. Maintaining the files is expensive in personnel time so if registration can be avoided, that staff time can be used in other ways.

### B. Circulation System

The library's circulation or lending system is the record of which items are checked out, to whom, and when they are due to be returned.

Most small public and school libraries use a book card system, that is, each book has its own card. The borrower signs the book card, or it is marked with the borrower's number at the time of check out. The card is then filed under the date the book is due. When the book is returned, the card is put back in the book and the book is reshelved.

The **Loan Period** is the length of time the borrower is given to use the library materials, that is to read a book or magazine, to listen to an audiotape, etc. Loan periods in public libraries are usually from one week to a month.

Items in demand, such as magazines, new books, or holiday books, may have a short loan period, perhaps only seven days. Items in the general collection have longer loan periods of two to four weeks.

A **Due Date** is the date the library material is due back in the library. Items may be returned earlier, but the Due Date is the final day to return an item before it becomes overdue (or late). This due date is usually stamped in the book as a reminder to the borrower.

A circulation system should be as simple as possible. It should provide the necessary information yet require a minimal amount of staff time. The benefits of the activity should be greater than the costs to perform it.

One means of keeping the circulation system as simple as possible is to use only one due date during an entire week for items in the general collection. New books, periodicals, media and holiday items may have shorter loan periods. A sample circulation procedure for the general collection is included in the chapter, "Procedures."

## C. Confidentiality of Circulation Records

In 1985 the State Legislature passed a law assuring library borrowers of the right to confidentiality of their records of materials borrowed from the library. Except by order of the court, information of who has used library materials shall be kept private.

Any circulation system or circulation procedure must remove or obliterate the name of the person who checked out the materials when the materials are returned to the library.

A copy of the law is included in the appendix.

## D. Automated Circulation Systems

Microcomputers are becoming increasingly available in libraries, and library staffs look with interest toward possible library applications. Circulation is one of the functions that draws attention.

If you are considering an automated system, contact Judy Monroe, Network Coordinator, in the State Library office in Anchorage.

Visit exhibits, talk to staff working in libraries which have automated services. Read Library Technology Reports, Jan-Feb. 1986. ASK QUESTIONS:

* What is the storage capacity and how is data stored? Library needs are complex and consume vast quantities of disc storage. (A large number of floppy discs can be cumbersome).

* Is it necessary to manually key each record into the database? Or can a short record (LC card number or abbreviated title) be run against a large database and the records transferred automatically?

* Is it capable of more than one function, that is circulation, acquisitions, on-line catalog, serials control, etc.? Can the equipment be used to access other automated systems in the state such as film booking or electronic mail?

* Does the stored record meet national standards of cataloging and classification? Even a short record can be compatible with national standards but not all systems are designed for this.

* What products can it output? Examples: overdue notices and statements, bibliographies.

Based on the size of the operation, be sure that the automated system saves personnel time over that required of manual methods.

## E. Periodicals - Circulation

The high demand for periodicals or their high loss rate may make it advisable to have a shorter loan period for magazines. Preparing a book card for every issue of every magazine is time consuming and wasteful in supplies. Library supply firms sell a special type of card for checking out magazines.

The title of the periodical is typed or written on the top line, the date of the issue is written next to the borrower's name, and the due date. When the item is returned the line is crossed out and the card used again for another issue. See example below:

## F. Vertical File - Circulation

There are probably almost as many ways to check out pamphlets, maps, pictures, and other vertical file material, as there are libraries.

Once again - keep it simple. Blank book cards, scrap catalog cards (reverse side) or memo paper (3" X 5") can be used for checkout. Some libraries use the subject and the person's name. Example:

*Energy Conservation, 3 pamphlets*
*due: Nov. 15, 1986*
*John Sampson*

Other libraries, list each pamphlet. Example:

1. *Save energy: save money*

2. *Passive design for the energy conscious consumer*

3. *Energy conservation handbook*
   *due: Nov. 15, 1986*
   *John Sampson*

Kenai Community Library uses the large envelopes received in the mail for check out of vertical file materials. The pamphlets are placed inside the envelope with the due date stamped on the outside of the envelope. Some advantages of this method are: no cost for supplies since the envelopes are free, the library address on the outside of the envelope is a reminder to users of library materials, and the large envelope is not as easily misplaced as small pamphlets.

## G. Overdues & Fines

Debates continue on the issue of whether to charge fines for overdue library materials. Many adults remember as children being forbidden to use the library because of fines for late books. Adverse public relations and anger toward the library are also considerations in the decision of whether to charge fines.

Fines are intended to encourage the prompt return of library materials, materials which belong to the community as a whole. Recent studies indicate that fines may not be particularly effective. In these studies it was found that more books are returned when fines are not charged.

### OVERDUE NOTICES

The study showed that the action taken by the library which had the greatest effect on the return of library materials was that of overdue notices. Two factors were important:

1. Promptness of overdue notices.
2. Frequency of reminders (another copy of the overdue notice).

Most books are returned by the due date or within one week following it, so it is advisable to wait until a book is eight days overdue before sending the first overdue notice.

Library supply companies sell multi-copy overdue forms so it is possible to prepare a notice once and have 3 copies----one to be mailed when the item is one week overdue, the second copy two weeks following the due date, and the 3rd copy three to four weeks after the item was due. When the item is returned, any duplicate copies of the overdue notice are destroyed. The notice has accomplished the task of getting the library materials returned.

### FINES

If the library board determines there is a need for some punishment for the willful retention of library materials, alternatives might be offered:

- fine OR
- work in the library to pay off fine, X cents/minute OR
- replace book OR
- give another book of comparable value acceptable to the librarian OR
- needed supplies; for example marking pens, strapping tape, cookies for story hour or other library program, shoveling snow OR
- "conscience" piggy bank, contributions voluntary

## V. ALASKA LIBRARY NETWORK CATALOG & ALASKA STATE LIBRARY FILM/VIDEO CATALOG

ALN and the Film/Video catalog are produced from the database of the Western Library Network. The WLN database lists the holdings of over 100 libraries in the Pacific Northwest and has the potential of interfacing with other automated systems in the United States and other countries.

These two catalogs are distributed to Alaska's libraries by the State Library in microfiche format. Microfiche is a miniaturization process that results in a flat sheet of film similar to photographic film. Each sheet contains hundreds of tiny images of bibliographic records. Because these bibliographic records are so tiny, a machine, called a microfiche reader, must be used to enlarge the print so it can be read.

### A. Alaska Library Network Catalog (ALN)

The ALN Catalog contains records of the holdings of over 20 Alaska libraries. The few inches of microfiche are the equivalent of hundreds of card catalog drawers from these libraries. ALN is a major reference tool for all Alaska libraries. Some of its uses are to:

* identify authors, titles, publishers and copyright date
* verify spelling of author's names
* obtain cataloging information
* find Library of Congress and ISBN numbers
* determine if there have been books or films produced on a certain subject or topic
* find which libraries own titles a patron wants to borrow
* determine whether any Alaska library owns a particular title

The ALN Catalog contains information about books, periodicals, films and videocassettes. It is produced from magnetic tapes prepared by Library of Congress and other selected libraries. The entries must meet national standards of cataloging and classification.

2 2

### 1. Using the ALN Catalog

Each edition of ALN is cumulated. That means it contains all the entries that were in the previous edition unless the titles have been discarded by the owning library, plus the titles newly input into the data base since the last catalog.

a. **Cumulated editions** - Because each edition is cumulated, you can discard previous editions. In fact you should discard older editions because the information about location may no longer be correct. Also, it makes using the catalog more difficult because of the increase in the number of fiche. The most recent date, given on top of each sheet of fiche, tells you when it was published.

b. **Divided catalog arrangement** - ALN is arranged in two alphabetic sequences; one for author/titles and one for subjects. In this arrangement numbers precede letters, authors and titles are interfiled, A to Z, according to accepted filing rules. Subjects are filed in a separate alphabetic arrangement. The filing rules are excerpted earlier in this chapter.

c. **Books, Bibliographic records** - Most of the entries in ALN are **brief bibliographic records**. They list the author(s), or editors, compilers; title, city of publication, publisher, publication date, and edition (if not the first), plus the classification number and locations of the owning libraries.

A full **bibliographic record** contains additional information, the most important being the subject headings used to index that particular title. The full bibliographic record is displayed only in the **title** entry in ALN. With the exception of children's fiction, subject headings are usually assigned only to nonfiction. These subject headings can be used in a variety of ways to:

1) Find out what the book is about

2) Find related subject headings which may identify other books which could be useful, or might be more relevant to the desired topic

3) Tell whether a book is really nonfiction

d. **Guidewords** - The words in the upper right corner of each fiche are guidewords which tell the **first and last words** used on that sheet of fiche. This is similar to the guidewords which appear at the top of each page in a dictionary. The guidewords help you locate the fiche which will have the author, title or subject you want.

e. **Column words** - The bibliographic records are listed in columns. Each column is headed with the first words in the column (other than a, an or the) and at the bottom of each column are the first words of the last entry in the column. These column words enable you to skim across until you find the column where the particular item is likely to be listed. Using both the guidewords and the column words, it is possible to quickly reach the desired location on a fiche, even though there are hundreds of entries on each sheet.

f. **Subject headings** - The subject headings in the ALN catalog are those of the Library of Congress (LC). If a library has used Sears subject headings, there will be differences in the indexing terminology. Sears headings are much smaller in scope and more general in treatment than those of L.C., which offer more specify and diversity.

g. **Classification numbers** - The numbers on the backs or spines of library books group together books on the same subject and indicate positions on the shelves. These are classification numbers. The two major classification schemes used in the United States are the Dewey Decimal System and the Library of Congress Classification. A library uses one or the other classification, not both. You will find both types of classification in ALN, however, since some Alaska libraries use Dewey numbers, while others use L.C. Larger libraries and special libraries usually use L.C. classification because of the greater expansion of numbers. Smaller libraries use Dewey numbers because the fewer available numbers group similar subjects more closely together on the shelves.

h. **Locations or owning libraries** - Symbols are used to indicate which libraries own which books. The meaning of the symbols and addresses of the libraries are listed on the cards which come with the fiche sets and in the Interlibrary Loan Manual. An example of the symbols follow:

Ak = Alaska State Library
AkA = Anchorage Municipal Libraries
AkAS = Anchorage School District
AkAU = University of Alaska, Anchorage
AkF = Fairbanks North Star Borough Library
AkJ = Juneau Memorial Library
AkU = University of Alaska, Fairbanks

### B. Alaska State Library Film/Video Catalog

Films and videocassettes are included in ALN, but this separate catalog is useful because it is smaller and contains only audiovisual materials. The catalog includes films and videotapes of interest to people of all ages and can be used for library programs. Remember though, NO ADMITTANCE FEE IS TO BE CHARGED for films borrowed from the State Film Library.

Many of the statements about ALN are the same for the Film/Vido Catalog. These are:

a. Cumulated, you can discard earlier editions

b. Dictionary arrangement

c. Full bibliographic information in title entry

d. Guidewords and column words for locating desired information

e. LC subject headings

Bibliographic information differs slightly because of the nature of the items. For example, instead of author, film bibliographic information identifies producer, and/or director; instead of the number of pages - the number of minutes of the production; instead of the number of volumes - the number of film reels or cassettes; instead of a classification number - an item number, (example: 44697), etc.

An exception to the above is when a film is based on a literary work. For example, the film based on The Hobbit has an entry for the author, J.R.R. Tolkien.

Additional information includes the audience code:

P = Primary

I = Intermediate

J = Junior High School

H = High School

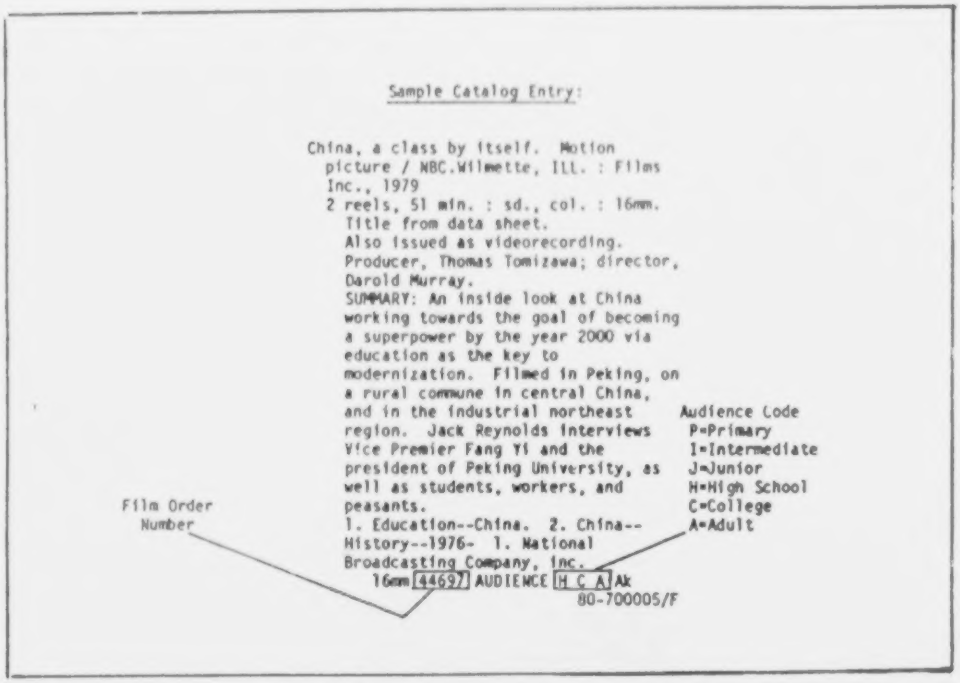
C = College

A = Adult

A film or videocassette may be appropriate for more than one audience, for example: H C A would mean appropriate to use with high school age, college and adult audiences.

A brief summary about the production is given, which is an aid in selection.

The format of the material is also listed: 16mm or videocassette. Be careful to indicate size and type for videocassette. This is a vital bit of information for without the correct equipment the film or video cannot be used.



Sample Catalog Entry:

China, a class by itself. Motion
picture / NBC.Wilmette, ILL. : Films
Inc., 1979
2 reels, 51 min. : sd., col. : 16mm.
Title from data sheet.
Also issued as videorecording.
Producer, Thomas Tomizawa; director,
Darold Murray.
SUMMARY: An inside look at China
working towards the goal of becoming
a superpower by the year 2000 via
education as the key to
modernization. Filmed in Peking, on
a rural commune in central China,
and in the industrial northeast
region. Jack Reynolds interviews
Vice Premier Fang Yi and the
president of Peking University, as
well as students, workers, and
peasants.
1. Education--China. 2. China--
History--1976- 1. National
Broadcasting Company, inc.
16mm 44697 AUDIENCE H C A Ak
80-700005/F

Film Order Number

Audience Code
P=Primary
I=Intermediate
J=Junior
H=High School
C=College
A=Adult

### C. Borrowing Films and Videocassettes

Like ILL, films and videos are requested on standard forms (though different forms than those used for ILL). The Film Library loans to a library or to a school for the user. Only persons in isolated locations without local library services may order films directly.

#### 1. Forms

Machines are used to read the requests for films and videos, therefore requests must be submitted on special Optical Character Recognition forms. These forms are provided free from the Film Library. Libraries should maintain a supply of the forms because photocopies cannot be read by the machines.

Instructions for completing the form and an example follow on the next page.

#### 2. Routing

Requests to borrow films should be sent to:

Anchorage Film Center
650 W. International Airport Rd.
Anchorage, AK 99518

## INSTRUCTIONS FOR FILLING OUT
## MACHINE READABLE REQUEST FORMS

1. USE ONLY NO. 2 LEAD PENCIL!

2. THE COMPUTER READS THE BLACKED OUT SQUARES IN EACH COLUMN. THESE REPRESENT THE ALPHABETIC AND NUMBERIC DATA NECESSARY FOR THE COMPUTER TO BOOK YOUR ORDER. THE ENTIRE SQUARE NEEDS TO BE BLACKED OUT. YOU SHOULD ALSO FILL IN THE TEXT PORTIONS, SO LIBRARY STAFF CAN READ YOUR INTENTIONS AND CORRECT ANY PROBLEMS WHICH COULD OCCUR IN THE AUTOMATIC SCAN. PLEASE BE CAREFUL NOT TO EXTEND THE TEXT INTO THE DATA FIELDS, THIS WILL CAUSE A MISREAD.

3. YOU CAN ONLY USE ORIGINAL FORMS. A XEROX COPY WILL NOT WORK! IF YOU NEED MORE FORMS, PLEASE LET US KNOW.

4. IN UPPER LEFT SECTION, ENTER LAST NAME, FIRST INITIAL ONLY. THIS IS THE INDIVIDUAL WHO IS ORDERING FILM/VIDEO.

5. SCHOOL CODE- THIS IS A 1 TO 4 DIGIT CODE ASSIGNED TO INSTITUTION ORDERING THE FILM (SCHOOL, LIBRARY, GOVERNMENT AGENCY, ETC.,). CODE INFORMATION IS REQUIRED TO COMPLETE REQUEST. IF YOUR CODE IS 13 DO NOT ADD PREFACE 0'S (0013). YOU JUST ENTER 13.

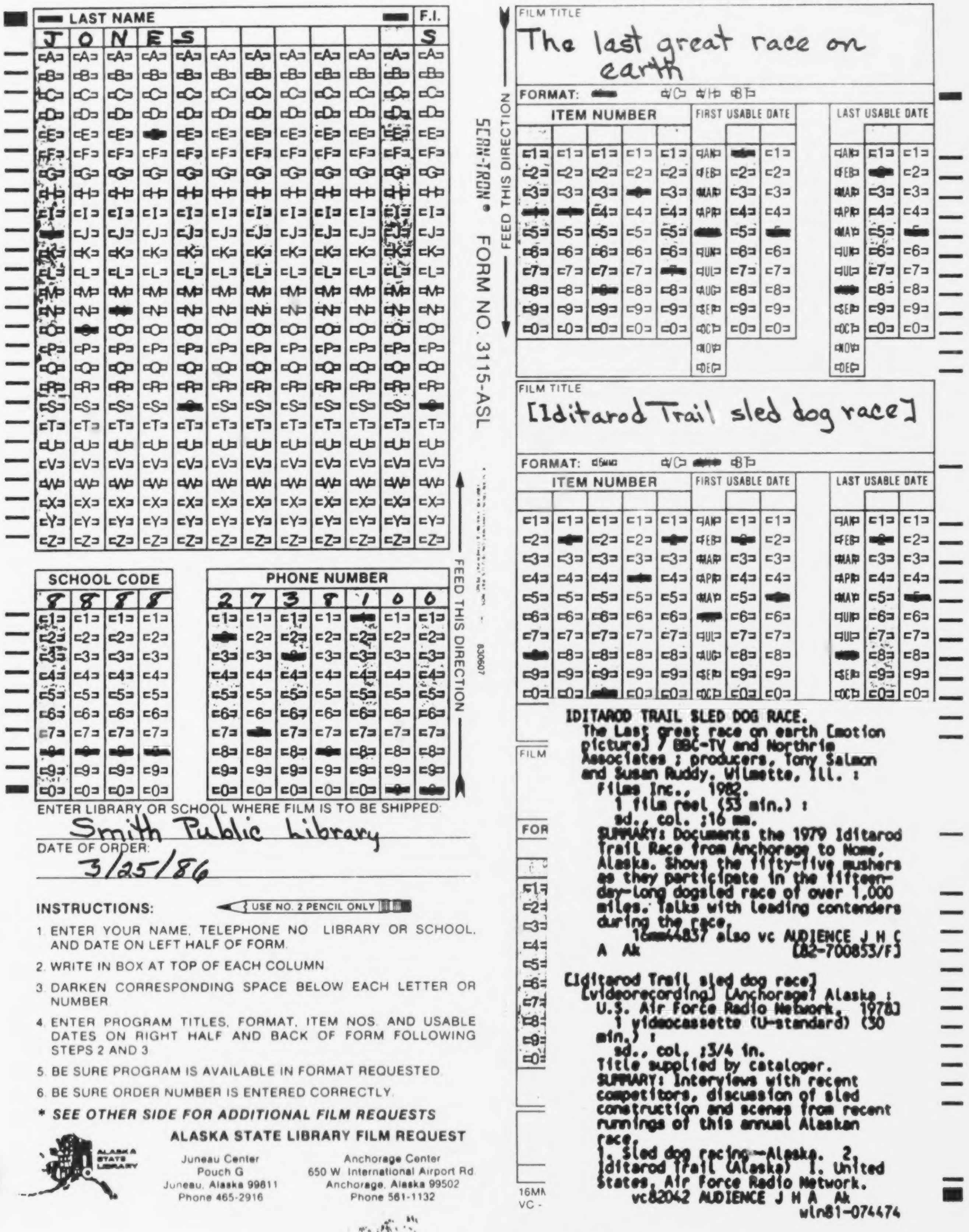
6. PHONE NUMBER: THIS INFORMATION IS PRINTED ON THE SHIPPING CARD. IF APPLICABLE PUT PHONE NUMBER TO ASSIST YOU IN CONTACTING THE BORROWER. THIS INFORMATION IS NOT REQUIRED TO COMPLETE ORDER.

7. FOR EACH TITLE ORDERED, INDICATE THE DESIRED FORMAT, I.E., 16MM FILM; VC-3/4" VIDEO CASSETTE; VHS-VHS 1/2" VIDEO CASSETTE OR BT-BETA 1/2" VIDEO CASSETTE.

8. FILL IN THE APPROPRIATE BLOCKS TO INDICATE THE ORDER NUMBERS.

9. ALWAYS ENTER DATES! YOU MUST ENTER FIRST USABLE DATE COLUMN AND THE LAST USABLE DATE. ENTER DATE INFORMATION AS A TWO DIGIT NUMBER. THAT MEANS DATES BETWEEN THE FIRST AND NINTH ARE RECORDED 01, 02, 03, ETC. SEE BENJAMIN FRANKLIN AND LANGUAGE OF MAPS ON YOUR SAMPLE FORM FOR EXAMPLES.

10. IF YOU ARE WILLING TO ACCEPT MATERIALS IN AN ALTERNATE FORMAT CHECK THE APPROPRIATE ALTERNATE FORMAT BOX AT THE BOTTOM OF EACH GROUPING OF 3 REQUESTS.



LAST NAME: JONES

F.I.: S

SCHOOL CODE: 8888

PHONE NUMBER: 2738100

ENTER LIBRARY OR SCHOOL WHERE FILM IS TO BE SHIPPED:
Smith Public Library

DATE OF ORDER:
3/25/86

**INSTRUCTIONS:** USE NO. 2 PENCIL ONLY

1. ENTER YOUR NAME, TELEPHONE NO LIBRARY OR SCHOOL, AND DATE ON LEFT HALF OF FORM.
2. WRITE IN BOX AT TOP OF EACH COLUMN
3. DARKEN CORRESPONDING SPACE BELOW EACH LETTER OR NUMBER
4. ENTER PROGRAM TITLES, FORMAT, ITEM NOS. AND USABLE DATES ON RIGHT HALF AND BACK OF FORM FOLLOWING STEPS 2 AND 3
5. BE SURE PROGRAM IS AVAILABLE IN FORMAT REQUESTED.
6. BE SURE ORDER NUMBER IS ENTERED CORRECTLY.

*** SEE OTHER SIDE FOR ADDITIONAL FILM REQUESTS**

**ALASKA STATE LIBRARY FILM REQUEST**

ALASKA STATE LIBRARY

Juneau Center
Pouch G
Juneau, Alaska 99811
Phone 465-2916

Anchorage Center
650 W. International Airport Rd.
Anchorage, Alaska 99502
Phone 561-1132

SCAN-TRON® FORM NO. 3115-ASL

FEED THIS DIRECTION

830607

FILM TITLE
The last great race on earth

FORMAT: ● 1/C 1/H 8T

ITEM NUMBER: 44837

FIRST USABLE DATE: MAY 15

LAST USABLE DATE: AUG 25

FILM TITLE
[Iditarod Trail sled dog race]

FORMAT: 16MM 1/C ● 8T

ITEM NUMBER: 82042

FIRST USABLE DATE: JUN 25

LAST USABLE DATE: AUG 25

IDITAROD TRAIL SLED DOG RACE.
The Last great race on earth [motion picture] / BBC-TV and Northrie Associates ; producers, Tony Salmon and Susan Ruddy. Wilmette, Ill. : Films Inc., 1982.
1 film reel (53 min.) : sd., col. ;16 mm.
SUMMARY: Documents the 1979 Iditarod Trail Race from Anchorage to Nome, Alaska. Shows the fifty-five mushers as they participate in the fifteen-day-long dogsled race of over 1,000 miles. Talks with leading contenders during the race.
16mm4837 also vc AUDIENCE J H C A Ak
[82-700853/F]

[Iditarod Trail sled dog race] [videorecording] [Anchorage? Alaska : U.S. Air Force Radio Network, 1978]
1 videocassette (U-standard) (30 min.) : sd., col. ;3/4 in.
Title supplied by cataloger.
SUMMARY: Interviews with recent competitors, discussion of sled construction and scenes from recent runnings of this annual Alaskan race.
1. Sled dog racing--Alaska. 2. Iditarod Trail (Alaska) I. United States. Air Force Radio Network.
vc82042 AUDIENCE J H A Ak
wln81-074474

209

FILM TITLE

FORMAT: 16MM VC VH BT

| ITEM NUMBER | | | | | FIRST USABLE DATE | | | LAST USABLE DATE | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | JAN | 1 | 1 | JAN | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | FEB | 2 | 2 | FEB | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | MAR | 3 | 3 | MAR | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | APR | 4 | 4 | APR | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | MAY | 5 | 5 | MAY | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | JUN | 6 | 6 | JUN | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | JUL | 7 | 7 | JUL | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | AUG | 8 | 8 | AUG | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | SEP | 9 | 9 | SEP | 9 | 9 |
| 0 | 0 | 0 | 0 | 0 | OCT | 0 | 0 | OCT | 0 | 0 |
| | | | | | NOV | | | NOV | | |
| | | | | | DEC | | | DEC | | |

FILM TITLE

FORMAT: 16MM VC VH BT

| ITEM NUMBER | | | | | FIRST USABLE DATE | | | LAST USABLE DATE | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | JAN | 1 | 1 | JAN | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | FEB | 2 | 2 | FEB | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | MAR | 3 | 3 | MAR | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | APR | 4 | 4 | APR | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | MAY | 5 | 5 | MAY | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | JUN | 6 | 6 | JUN | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | JUL | 7 | 7 | JUL | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | AUG | 8 | 8 | AUG | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | SEP | 9 | 9 | SEP | 9 | 9 |
| 0 | 0 | 0 | 0 | 0 | OCT | 0 | 0 | OCT | 0 | 0 |
| | | | | | NOV | | | NOV | | |
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FILM TITLE

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| 1 | 1 | 1 | 1 | 1 | JAN | 1 | 1 | JAN | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | FEB | 2 | 2 | FEB | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | MAR | 3 | 3 | MAR | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | APR | 4 | 4 | APR | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | MAY | 5 | 5 | MAY | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | JUN | 6 | 6 | JUN | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | JUL | 7 | 7 | JUL | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | AUG | 8 | 8 | AUG | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | SEP | 9 | 9 | SEP | 9 | 9 |
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FEED THIS DIRECTION

*IF THESE FILMS ARE NOT AVAILALBE IN*
*THE FORMAT REQUESTED PLEASE*
*INDICATE ACCEPTABLE ALTERNATE FORMATS*

16MM VC VH BT

16MM - 16MM FILM
VC - ¾" VIDEO CASSETTE
VH - ½" VHS VIDEO CASSETTE
BT - ½" BETA VIDEO CASSETTE

FEED THIS DIRECTION

FILM TITLE

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| ITEM NUMBER | | | | | FIRST USABLE DATE | | | LAST USABLE DATE | | |
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| 4 | 4 | 4 | 4 | 4 | APR | 4 | 4 | APR | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | MAY | 5 | 5 | MAY | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | JUN | 6 | 6 | JUN | 6 | 6 |
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| 8 | 8 | 8 | 8 | 8 | AUG | 8 | 8 | AUG | 8 | 8 |
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FILM TITLE

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| 3 | 3 | 3 | 3 | 3 | MAR | 3 | 3 | MAR | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | APR | 4 | 4 | APR | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | MAY | 5 | 5 | MAY | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | JUN | 6 | 6 | JUN | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | JUL | 7 | 7 | JUL | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | AUG | 8 | 8 | AUG | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | SEP | 9 | 9 | SEP | 9 | 9 |
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*IF THESE FILMS ARE NOT AVAILALBE IN*
*THE FORMAT REQUESTED PLEASE*
*INDICATE ACCEPTABLE ALTERNATE FORMATS*

16MM VC VH BT

16MM - 16MM FILM
VC - ¾" VIDEO CASSETTE
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BT - ½" BETA VIDEO CASSETTE

## VI. INTERLIBRARY LOAN (ILL)

The lending of books and other materials from one library to users of another library is called interlibrary loan (inter = between). No library can possibly have everything its users want or need. No library can answer every question. This borrowing and lending is a reciprocal relationship, that is libraries must be willing to loan materials as well as to borrow them from other libraries.

Interlibrary loan has been formally established in the northwest since 1940. It began as an activity of the Pacific Northwest Library Association. The philosophy of interlibrary loan was expressed by the association:

> "As an expression of the view that each library holds its books in trust for the Region as a whole, the libraries of the Pacific Northwest lend each other books for all kinds and conditions of clients, for any purpose, and for any length of time, within reason. It is understood, however, that each library reserves the right to decide whether to lend a given book for the purpose and length of time requested. The borrowing library assumes responsibility for the safe return of the book, and pays transportation charges both ways."

### A. ILL Requirements

#### 1. Forms

It is necessary that ILL requests be prepared on standard forms or that they be transmitted by computer and telecommunication in a standard format. The standard ALA forms are sold by library supply firms and are accepted nationally by libraries of all types and sizes.

#### 2. Types of requests

Materials can be requested by author/title or by subject for books, magazine articles, reference questions, etc. A brief explanation of the information needed on the forms is explained in the pages which follow.

3. Materials and equipment needed

Good ILL practices require use of :

a. Microfiche reader

b. Alaska Library Network Catalog, Alaska State Library Film/Video catalog

c. A.L.A. Interlibrary Loan forms or computer and telecommunications format

d. Use of protocols explained in the Alaska Interlibrary Loan Manual or the shorter Interlibrary Loan Guide, both of which are distributed by the State Library. If your library does not have these publications, request copies from the nearest State Library office.

4. Routing of requests

The libraries of the state are organized into three regions as a means of having materials available as close to users as possible. Each region has a Resource Library and a Research Library. These are:

| | |
|---|---|
| Resource Libraries: | Juneau Memorial Library<br>Anchorage Municipal Libraries<br>Fairbanks North Star Borough Library |
| Research Libraries: | Alaska State Library<br>University of Alaska/Anchorage<br>University of Alaska/Fairbanks |

In order to share the ILL workload and the use of library collections among as many libraries as possible, certain protocols have been adopted. These protocols establish from which libraries to request ILLs and specify the sequence of routing.

**Author/Title and Periodical Requests:**

1st - Try to obtain materials locally

2nd - Route to a **KNOWN LOCATION and LIKE LIBRARY**, if possible; see next page.

public library --------- public library
school library --------- school or public library
academic library ------- academic library
special library -------- research library

3rd - Route to Regional Resource or Research Library when location is **NOT KNOWN** or title or author cannot be identified.

### Subject requests

1st - Try to obtain locally

2nd - Route to regional resource or research library

### B. Copyright

Interlibrary Loan is effected by copyright law. Photocopying is not intended to substitute for the purchase of works protected by copyright. There is generally no problem with the loaning of materials; it is photocopying or duplicating (media, computer software) where most copyright violations occur.

Periodicals and reference books are problems because libraries prefer to photocopy the particular article wanted or the desired information from these library materials rather than lend them. "Fair use" is a privilege granted to libraries, to educational institutions and to individuals. Fair use allows copying, without permission from or payment to the copyright owner, when the use is reasonable and not harmful to the owner.

A single copy of a single article is within fair use guidelines, as is the copying of a small part of a copyrighted work.

Photocopying in multiple quantities might not be considered fair use. ILL requests for photocopying should not be in such quantities that they become a substitute for purchase.

### Records of Photocopying

The **borrowing library** is responsible for maintaining records of requests it makes for photocopies or phonorecords. These records are for copyright purposes.

Guidelines for records of photocopying of interlibrary loan requests have been established. See the following page.

a. Form of record - Records of periodical requests should be maintained by title. The records can be a copy of the ILL request, a card file, a list, etc. A record is needed IF the article(s) was published within five years prior to the date of the request. Photocopies made from periodicals more than 5 years old are excluded from provisions of the law.

Generally the borrowing library may receive five photocopies within a calendar year from a single periodical title which it does not own without being subject to paying the royalty charge.

b. Retention of records - "Records of items published within the previous five years, requested and/or supplied by photocopy, must be kept until the end of the third complete calendar year after the end of the calendar year in which the request is made."

National Commission on New Technological
Uses of Copyrighted works, Guideline #4.

Notice of copyright is required to appear on the photocopy of a periodical article or part of a larger work. This is usually stated:

> "Notice: This material may be protected by copyright law (Title 17 U.S. Code)."

For sources of information about the law and about responsibilities of libraries and educational institutions, see the Index.

# Chapter VI

# Selection Policies

I. Mission Statement and Goals
II. Responsibility for Selection
III. Criteria
IV. Procedures
V. Policies on Controversial Materials
VI. Reconsideration
VII. Weeding or Discarding

# Selection Policies

A public library serves a population with diverse interests, cultural backgrounds, reading skills and beliefs. Because its mission is to serve everyone in the community, the library is vulnerable to criticism from smaller portions of that community, either individuals or groups. Some people may not approve of certain materials in the collection, while others may object that materials are excluded from the collection.

The library needs to be prepared for criticism about the collection from members of the community, and it must be prepared to defend the rights of the entire population. This preparation involves developing a written selection policy or an acquisitions policy or a collection development policy.

The policy should be approved and adopted by the governing board. From this clearly defined position the library can respond to complaints if items in the collection are challenged. The selection policy should include step by step procedures for review of questioned materials.

Whoever is selecting materials for the public library must remember the diversity of interests among members of the community and reflect those interests in the collection. Objectivity in selection must prevail, not personal biases or beliefs. Because a book is in the library does not mean that the library staff endorses every idea contained in the materials. One person's "formula writing" may be another's favorite author or a best seller.

"A selection policy sets down general policies concerning:

(a) mission and goals of the library;

(b) objectives;

(c) the intellectual framework within which decisions are made, such as intellectual freedom and the Library Bill of Rights (see Intellectual Freedom Manual distributed by Alaska State Library);

(d) responsibility and final authority for selection decisions;

(e) criteria for selection and acceptable quality of materials, both physical and intellectual;

(f) inclusion or exclusion of problem materials, such as gifts and controversial subjects;

(g) procedures for reconsideration of materials;

(h) maintenance of a high quality collection by such means as weeding and discarding; and

(i) other areas of concern to the particular library."

An "acquisitions policy is a detailed breakdown, subject by subject, of the depth in which a library expects to acquire materials in each subject area."*

Some libraries develop written statements of policies for various age groups, for example, preschool children, school age children, young adults and adults. A portion of the policy may elaborate on the reference collection and its criteria for selection.

If a library intends to have a **media** collection (films, videocassettes, audiocassettes, phonorecordings, filmstrips, slides), the policy should include selection criteria for these items. While quality of content is common to materials in all formats, there are factors of technical quality that are unique to media.

If the library is collecting **local history** materials, this should be mentioned in the mission statement or goals. Locally produced cultural materials may not have the quality of commercially produced materials. There needs to be a reason to acquire materials of importance to the community even if the quality is not up to the standards of the rest of the collection.

Alaska librarians have been developing Collection Development policies based on:

(a) an analysis of the community served (city, college, university, school, business firm);

(b) an assessment of the collection against standard selection tools appropriate to the type and size of library;

(c) the mission of the particular library; and

(d) the intensity or depth which the library should be collecting in each subject area.

Library staff who have not had training in the assessment methodology should probably begin with a selection policy. A collection development policy can be added at a later time if library staff believe one would be of benefit.

### A. Mission Statement and Goals.

The mission statement is a brief overview of the role of the library in the community.

Example: The Public Library is an educational and cultural center for the community, serving all residents without regard to race, creed, occupation, age or economic status.

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* Calvin J. Boyer and Nancy L. Eaton, Book Selection Policies in American Libraries; an anthology of policies from college, public, and school libraries. Armadillo Press, 1973, p.iv.

A goal provides information on how the mission will be accomplished. The library will have several goals.

Example:

1. To collect and organize significant books, and other printed, visual and recorded materials to meet the needs for information, reference, research and recreation.

2. To collect materials of local historical and cultural interest as a means of preserving the heritage of our community and of our native people.

**OBJECTIVES.** An objective is more specific. In the selection policy, the objectives probably will not be as specific, subject by subject, as they are in a collection development policy. There usually are more objectives than there are goals because of the greater specificity.

Examples:

1. To meet the basic informational needs of the community.

2. To provide materials of high quality for the enrichment of all residents; children, young adults and adults.

3. To facilitate continuing education, both formal and informal.

4. To support educational, community and cultural activities of groups and organizations.

5. To provide practical and vocational information that will improve skill levels for personal and occupational uses.

### B. Responsibility for Selection.

The policy should state the library positions (not personal names) responsible for selection of the materials. This might be the library staff, a selection committee consisting of some board members and representatives of the community, a combination of the above, or some other structure appropriate to the local situation.

Responsibility for coordination of orders should rest with the library staff.

### C. Criteria.

Policy criteria should include statements about the quality of the materials, suitability of the material to its audience and relevance to the library's objectives.

Quality includes excellence (clarity of sound or visuals, artistic, literary, etc.), authority of the author/publisher, comprehensiveness, objectivity, accuracy of information, superiority in treatment of controversial issues, etc.

Suitability includes age levels, reading skills, appropriateness to community needs and interests, relation to existing collection.

It is usually stated that the criteria for inclusion of gifts and sponsored materials are the same as for purchased materials.

### D. Procedures.

Procedures should describe each step, from the first suggestion to purchase to the final selection.

It is a good idea to include a list, or at least examples, of selection aids (e.g. Fiction Catalog) or reviewing journals (e.g. Booklist). Some of these are listed in Chapter IV, "The Library Collection."

### E. Policies on Controversial Materials.

This is a good place in your selection policy to include a statement on intellectual freedom and its importance to the library.

The "Library Bill of Rights," "Freedom to Read", "Intellectual Freedom Statement", and other philosophical statements developed by the American Library Association may be endorsed and appended to the policy. These policies have been reprinted in the Intellectual Freedom Manual listed at the end of this chapter.

### F. Reconsideration.

Objections to certain materials in a collection do not occur frequently. However, there needs to be an established policy with a series of actions clearly defined so that complaints are dealt with fairly and equitably.

A complaint should be submitted on a standard form, a review of the material should be assured and appropriate action taken after a hearing. Cases where censorship of materials have been sustained usually result from established procedures not being followed and/or the lack of a selection policy.

A few sources of examples and assistance in developing a selection and/or collection development policy are listed at the end of this chapter.

### G. Weeding or Discarding.

Some libraries include their weeding policy in the selection policy because weeding (or discarding) is the reverse of selection. It has been called "de-selection".

A weeding policy should state the basis on which materials are removed from the collection. The American Library Association and other libraries have listed criteria which can be included in a policy;

obsolete and inaccurate information
unnecessary duplication
unimportant or trivial content
poor condition

More information about weeding is included in Chapter IV, "The Collection." A few sources for additional information are listed in the bibliography in this chapter.

## CONCLUSION

The policy should be reviewed at periodic intervals. Changes will need to be made from time to time to reflect current situations and changing needs.

A written selection policy has the advantages of being available to everyone in the same form. It should be readily accessible in a policy manual so that it can be shared with employees, with new board members, or be referred to whenever needed. An example is included in the Appendix.

Newspapers, radio stations and educational institutions often are very interested in the library's selection policy.

Freedom to read; the freedom to report by newpapers, radio and television stations; freedom to teach and to learn; and access to information are cornerstones of a democratic society. A selection policy is an informational, educational and philosophical statement both supporting the rights of all library users and maintaining accountablility.

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# Chapter VII

# Programming

I. Resources

II. Program Ideas

  A. Storytelling

  B. Reading Programs

  C. Summer Reading Program

# Programming

Why do libraries sponsor programs? There are many reasons.

A library is supported by public funds and it should provide services of interest to all members of the community. Some libraries reflect this in their mission statement; for example, "to reach all population groups in the community, offering a variety of programs and services to reflect the diverse interests of the community".

Programming is a means of incorporating the library into the lives of the people of the community. Programming raises awareness of the library. Programming attracts people who might not enjoy reading. Programming helps to win community support for the library.

Programming should relate to the goals of the library. Goals are broad in nature, long range, and continuing in time. An example might be "to encourage the love of good books, films, music and other media."

Or a goal might be a statement about the library being a cultural and educational center in the community. Some libraries consider it a responsibility to collect and preserve the cultural heritage of the community.

With broad goals like these, a library can develop many programs which relate to the goals of the library and to its materials and services.

## I. RESOURCES

Library staff do not need to present all the programs. There are people and material resources of various kinds which can be used for programs, exhibits and displays.

Films and videocassettes can be borrowed from the Alaska State Film Library. There are local artists or persons skilled in crafts in every community. Many of them are willing to have their work exhibited or to talk about their skills and how they learned them.

Various subjects concerned with health care, firearm safety, beading, skin sewing, dog sled building, and needle work are just a few examples of programs which have been presented in Alaska libraries by local residents.

Local schools have visiting artists, puppeteers, and musicians who might be willing to give a program in the library during an evening.

Local and state agencies will present educational programs and workshops. They can provide speakers, films, videos, demonstrations and brochures.

Displays of students' art work in the library will draw parents as visitors. Clubs, like sewing clubs, 4-H or scouts may have projects they would be willing to display for short periods of time. Hobbies of community members are also of interest and can provide a wide variety of exhibits; some of them might even lead to future programs.

It is important to change activities and programs in order to attract people with differing interests.

## II. PROGRAMS IDEAS

Sometimes programs are developed around a holiday, for example, stories, films or crafts programs about Christmas, Halloween, and Easter. Other times a theme can be chosen such as an animal (dogs, frogs, monsters, pets) or transportation (airplanes, trains, hot air balloons, covered wagons). A theme can be an idea, or a value like courage or resourcefulness. Topics familiar to children are favorites, like families, brothers and sisters, or grandparents. The possibilities are endless, and library boards, community members and children will have ideas.

Birthdays of famous people or anniversaries of famous events can be topics for programs; for example, the brothers Grimm, Hans Christian Andersen, Johnny Appleseed, the Iditarod race, the first flight across the English Channel or the Atlantic Ocean. All have books or stories and films which could be used for programs.

Educational programs can be targeted to particular audiences, perhaps "nutrition for preschoolers", or "safety on three wheelers and snow machines". Whatever you select, find appropriate library materials for display and check out.

Libraries have sponsored educational programs about completing income tax forms, registering to vote, literacy, new legislation, the Alaska Native Claims Settlement Act, and more.

### PROGRAM IDEAS FROM LIBRARIES

Pet show
Baby sitters workshop
Book sale
Saturday films
Christmas decorations
Creative dramatics
Decorate book bags
Easter egg hunt
Gramps & Granny reading hour
Knitting
Magic workshop
Father's Day gifts
Origami (paper folding)
Paper dolls
Progressive story writing
Skin sewing
Treasure hunt
Christmas party

Astronomy program
Balloons
Bookmaking workshop
Chinese calligraphy
Crocheting
Crossword puzzles
Doll days (for girls)
Egg decorating
Halloween party
Health snacks
Making bird feeders
Making pinatas
Mother's Day gifts
Photography
Puppet festival
Readers' theater
Safety
Sled building
Teddy bear day
Storytelling

The library can sponsor demonstrations, exhibits or programs on topics of interest in the community. Photography and poster contests can be fun. Be sure to advertise any activities the library sponsors!

## STATISTICS

Be sure to keep statistics of the attendance at various programs throughout the year. You'll learn which programs attract the most interest. You also will have statistics to show the library board and the city council of the interest in the library.

## RESEARCH

Studies have shown that adults who are regular library users usually began using libraries when they were children.

Good reading skills contribute to success in school. Children become better readers if they have been read to as young children or told stories. Children who have learned to be good listeners are likely to become good readers. Children improve their reading by doing a lot of reading. Reading can be encouraged by making books important and by encouraging use of the library. (What works, research about teaching and learning. U.S. Department of Education, 1986).

With so many studies supporting the value of reading with children, programming for children is a good way for a library to begin. By attracting children to the library, support for the library is gained from children, parents and teachers. We are also building the habit of library use for the future.

### A. Storytelling

Telling stories to children or reading aloud introduces them to books they might not yet be able to read. Even if children can already read the story, they still enjoy listening to a good story. Favorite stories can be heard over and over again without any loss of enjoyment.

Some good books are available about story hours and storytelling. They list stories which children enjoy, ideas for activities, and there are tips to help children settle down and get ready to listen.

Some good resources are:

Bauer, Caroline Feller. Handbook for storytellers. American Library Association, 1977.

Champlen, Connie and Nancy Renfro. Storytelling with puppets. American Library Association, 1985.

Kidstuff, 12 issues/year, $24.00

### B. Reading Programs

While you want children to read all through the year, a reading program is a promotional effort with a theme, programs, games and activities to promote reading. Efforts are concentrated into a short period of time. School vacations are popular times for the public library to sponsor reading programs, and school libraries can sponsor programs at any convenient time during the school year.

A reading program will be more successful if all of its materials are readily identified with the library and when all the materials are related in design. That is, the illustrations, pictures and handouts all carry out the same theme. You want people to recognize the reading program whenever they happen to see a picture on a poster, a button or a tee-shirt.

A theme is selected and all promotional materials (posters, bookmarks, pictures, announcements) relate in design. A reading program can end with a party, films or other FUN activity. Children who have participated in the reading program or who have read a certain number of books can be given a certificate. Certificates are usually given out at some public event, like a party or a picnic where there are a group of people attending.

Not all reading programs must involve children of school age. A number of libraries have sponsored a "Mom and Tot Reading Program", or "Daddy Will You Read To Me", or "Parents of Twos" (or threes, and so on). Older brothers and sisters can read to children who do not yet know how to read. This helps the older children improve their reading skills and shares fun with the younger children. Pleasure in reading begins for preschoolers by having someone read aloud to them.

Reading programs are popular with children in elementary school. Attracting young adults, junior high and high school ages has been more difficult. Baltimore's Enoch Pratt Free Library has had several successful young adult reading games. In addition to reading, the games include non-reading activities such as board games, a treasure hunt, mystery clues, a field trip, team contests. See Edgerton, Cathi. "We spend our summer chasing unicorns: a young adult reading game update." Top of the News, vol. 42, no. 3, Spring 1986, pp. 289-297.

### READING BINGO

This one is a fun program. The idea is to have the children read a variety of books from the library collection. One square on the bingo card might be for reading a mystery, another a biography, another a book about animals; still another might be a nonfiction book about science, a story from a magazine, or a Newbery or Caldecott award winning book. A sample of a bingo card for library reading follows this section.

The library staff draws the bingo card and duplicates enough copies so that each child has a reading bingo card. These can be posted in the library so that everyone can see the progress. Every time a child reads a certain kind of book, one of the squares is covered with a sticker. The idea is to black out a line or the entire card. Better yet, you can take ideas from your local Bingo Night for ways to reach a bingo.

Remember to set a time limit, perhaps a month. Prizes or treats can be awarded at a party at the end of the bingo game.

### C. Summer Reading Programs

A reading program held during the summer brings a number of benefits. Children maintain their reading skills. Both parents and teachers appreciate the contribution to success of the children in school. The library becomes a focus of community activity. Planning should include:

Selection of a theme
Guidelines for participation
Publicity
Registration
Activities
Recognition of progress
An ending

If you don't want to plan a summer reading program all by yourself, there is help available.

In some states the same theme is used by all the libraries. Children's librarians get together to select a theme, develop activities and materials. Materials can include posters, flyers, bookmarks, pins, and a resource book of ideas for the library staff. This resource book usually has activities and games; songs and fingerplays. It lists books, stories and film titles which relate to the theme. The resource book has patterns or masters to duplicate, and more. These materials can be purchased by libraries in other states.

The Children's Book Council is the official sponsor of and headquarters for National Children's Book Week. Occasionally the Council produces materials for reading programs.

Some Alaska libraries are willing to sell reading program materials at a minimal fee. For example, there was "The Great Alaska Reading Race", based on the Iditarod Race. Inquiries can be made to some of the larger public libraries in Alaska to see whether they would be willing to share/sell reading program materials. Some libraries, like Anchorage, Fairbanks, Juneau, and Wasilla have active summer reading programs. The list is not complete but only listed as examples.

Upstart is a commercial firm specializing in library promotional materials. It has several sets of reading programs available for purchase.

Addresses of commercial firms and state libraries which have sold reading program materials are listed in the appendix. You can request information or a catalog before you make a selection of a program. On the other hand, you could plan your own, or work with a nearby community to plan your own reading program.

## PLANNING A READING PROGRAM

If you want to plan your own program, here are the steps.

**THEME** - Select some idea for which you can find books, stories, films, resource people and activities to adapt to the theme. The title of the reading program doesn't have to tell it all; the posters, bookmarks and materials with pictures will tell more. Here are some examples:

| | |
|---|---|
| All creatures great and small | (animals) |
| Up, up and away | (around the world) |
| Trails west | (history) |
| Travel through time | (history) |
| Star worlds at the library | (space, solar system) |
| Be a super snooper at the library | (good books) |
| It's a whang-doodle summer at the library | (animals) |
| Come to Chimera | (fantasy, legends) |
| The great Alaska reading race | (Iditarod race) |
| Tale spinners | (folk, fairy tales) |
| Summer yummers | (good reading, fun eating) |
| Summer Safari | (travel) |
| Treasure Hunt | |
| Circus Circus | |
| Explorers' Club | |
| Summer of Enchantments | |
| Galaxy of Adventure | |

Examples of graphics used for some of these themes are at the end of this chapter.

**GUIDELINES** - These are the decisions you need to make for the reading program or reading club.

a. Who can join? Libraries usually say this is anyone who can read or who has someone to read to them. Preschoolers through 5th or 6th grades are likely participants.

b. What dates will it begin and end? You'll want to consider the length of the school vacation. One week is probably the shortest time, up to eight or ten weeks is the longest.

c. How many books? A reading program isn't meant to be competitive to see who can read the most books. You want a lot of children to reach the goal. An estimate of one book a week is a reasonable goal, so an 8-week summer reading club would have a goal of eight books read.

Some children will reach the goal very quickly, others will take longer. That is fine.

Some libraries don't set a number but let the goal be set by each child. A "contract" for the number of books is signed by the child. The contract might say, "I plan to read __(number of books)__ books during the Library Reading Club." _____(name)_____.

**PUBLICITY** - You'll want to inform children, teachers and parents about the reading club. The school usually encourages students to participate because there is less loss in reading skills over long vacations if children continue reading. Parents want their children to be successful in school, so they too will support reading clubs.

Many schools will allow visits to classrooms to talk about the reading program. Or you can arrange to talk to the teachers and ask them to talk with their students about it. Be sure to take posters, bookmarks, flyers or other items to publicize the program.

It is often possible to place posters in public buildings like the grocery store, city offices, washeteria, post office, and church entrances.

A bulletin board in the library can advertise the program. Attract attention with color, big letters, pictures.

Talk to Head Start and Day Care center staffs. Older brothers and sisters reading to preschoolers will bring double benefits. The older children get the practice in reading and the younger children can join the reading club.

**REGISTRATION** - How will you enroll children? A written registration has several advantages. The children, by going to the library, writing their names in a Registration Book, and checking out a book in order to join, begin to feel they are doing something special. It becomes their club.

Besides, with a reading club registration, the library gains some statistics for future use. You'll know how many children started and how many completed. You can ask the grade they will enter in school in the fall to learn which age groups are most interested in a reading program.

A three-ring notebook works just fine for registration. By numbering the lines, you'll know how many children join.

**ACTIVITIES** - These might be films, story hours, a craft program, a take-home game duplicated by the library, or other ideas.

The activities attract children to visit the library. For a reading program lasting several weeks, you might want one or two activities a week. If the reading program is short, perhaps seven to ten days long, then you would probably want to have some special activity for each day.

If the library is too small to have activities within it, see if there is another room near by which can be used. Or you can duplicate paper games, pictures to color, airplanes to fold, or patterns for the children to take home to complete.

For a long reading program, have the activities available on the same day each week, for example, every Tuesday afternoon. The activities give the children a reason to visit the library and the regular schedule begins to establish a habit of using the library. You want the children to feel they'll miss out on some fun if they don't get to the library.

Non-reading activities add variety to a reading program. One library has participants check out a cookbook and try a recipe; another activity was a visit to a museum. You could include a hike, a picnic with friends or family or a camping trip, at least staying out overnight.

**RECOGNITION OF PROGRESS** - Plan some way to show how many books each child reads. Most of the program materials which you can buy have a booklet or a reading card for each child. Lines in the booklet are for writing the authors and titles of the books they have read or someone has read to them. These make a nice record, but you also need a bright, gay, fun promotional progress report.

In "Summer Yummers" each child started with an elongated triangle shaped piece of paper on which his/her name was written. This was a picture of an ice cream cone without any ice cream on it. These were taped to the library walls and windows with masking tape. Every time a book was read, the child could select a colored piece of paper shaped like a scoop of ice cream. These were in different colors, like different flavors of ice cream. There were pink ones, green, blue, yellow; many colors. Each scoop was piled on the cone, one above the other. By the end of the summer, many children had tall "ice cream cones."

In one Iditarod Reading Club, each student chose a racer from among the contestants. A large map was posted with the check points along the trail. Each check point was worth one book. The students tried to read books to keep up with their racer in reaching all the check points. As books were read, the children's names were posted below the check points.

For a "Space" theme, a library cut stars from metal foil. Each time a book was read another star was attached to the strings crossing the ceiling of the library. By the end of the summer the library ceiling was filled with stars, and the children could take them home after the end of the reading program.

The "Bookworm" theme is familiar. A segment is added to the worm with each book read, so the worm grows longer and longer around the walls of the library. It is a nice touch to write the child's name on each segment added to the worm.

A "Keys to the Castle" theme had a large dragon of plain white butcher paper (from the local grocery store). Every time a book was read, a round green sticker was put on the dragon so that it gradually became covered with scales, as a proper dragon should.

The important idea is to publicize the progress of each reader. Do it in the library if you can. If the library is too small, try to get space in a nearby room for a few weeks. Put things on the walls, in the windows, hang them from the ceiling. You are advertising the library program to everyone in the community. After the reading club ends, the decorations you don't want to keep can be given to the children to take home, along with happy memories.

**ENDING** - Children love a party, and a party is a good way to end the reading program. Parents will help with snacks and to keep order. Films can be borrowed, and games planned. Certificates of completion can be given to children who have reached the reading goal of the number of books or to everyone who has participated.

All parties don't have to be inside. Picnics are fun, and active games will add to the excitement.

# CONCLUSION

Programs are fun: they attract people to the library, they gain support for the library. Programs are worth doing, just remember to PLAN and to plan carefully.

Sometimes you won't get as many people attending as you had hoped. That is a good time to look for reasons:

Was the topic of interest in the community?

Was there a conflict with another community event?

Did publicity reach the particular audience you wanted to attract?

Could publicity have been improved?

Did weather discourage attendance?

No one is a winner every time, so don't be discouraged if all programs aren't successful. It is unfortunate to plan for 45 children at an Easter Egg Hunt and find 125 show up. We can be over successful too. Good planning helps to make good programs--so look ahead.

Keep written evaluations of your programs as an aid in planning future programs. A Program Evaluation Form used by Seattle Public Library follows. It can be duplicated or modified for you own use.

PROGRAM EVALUATION FORM

Branch____________________________ Date__________ Time__________ Day__________

Name of Group________________________________________________________

Contact____________________________________ Telephone______________________

## PROGRAM

AGE GROUP: Preschool ☐ School Age ☐ Young Adult ☐ Adult ☐

TYPE OF PROGRAM: Story Hour ☐ Family Story Hour ☐ Group Visit ☐

Film ☐ Class Visit ☐ Library Tour ☐ Puppet show ☐ Craft ☐

Guest speaker

Performance by Outside Group ☐ OTHER____________________________________

MEDIA MATERIALS: Films ☐ Slides ☐ Posters or Flips ☐ Records ☐ Tapes ☐

Books ☐ Stories ☐ Puppets ☐ Other____________________________________

____________________________________________________________________

____________________________________________________________________

PUBLICITY: Posters ☐ Flyers ☐ Bookmarks ☐ Tickets ☐ News Release ☐

Class Visits ☐ Letters to Schools ☐ Radio Announcements ☐ TV Spots ☐

## EVALUATION

ATTENDANCE: __________________ Librarian _____________________________

Audience Reaction: Enthusiastic ☐ Responsive ☐ Some Interest ☐

Disinterested ☐ Inappropriate Reaction or Behavior ☐ Other________________

____________________________________________________________________

Recommendations for further programs of this sort (cover as separate topics where appropriate such items as program content, presentation style and aids, audience recruitment, layout, etc.)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

ES-40

Library ____________ Month ____________

## Program Attendance Log

| Date | Name of Program | Number Attending |
|---|---|---|
| | | |
| | | |
| | | |
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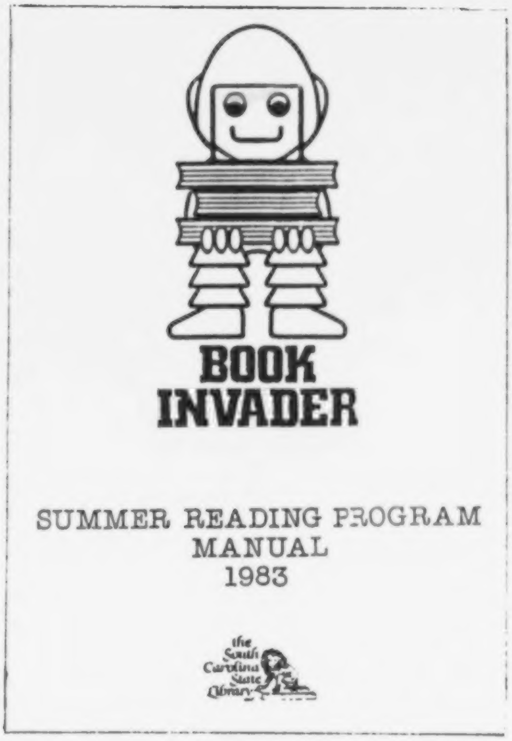
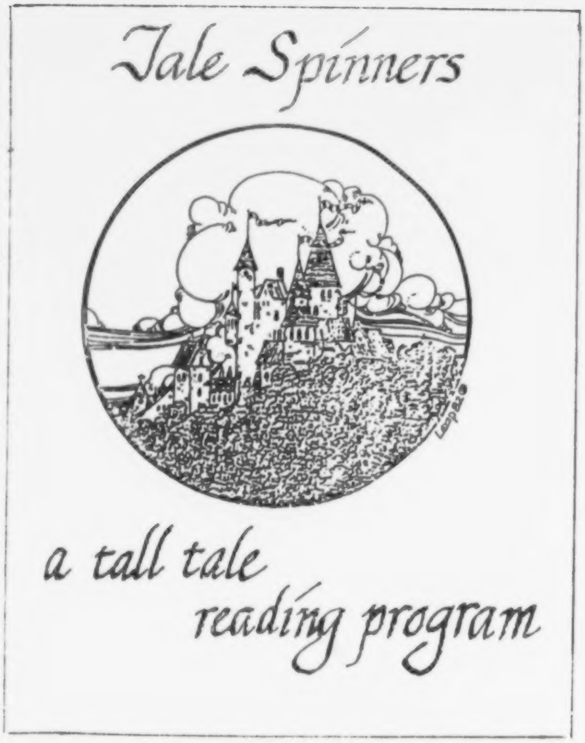
| | TOTAL | |



**BOOK INVADER**

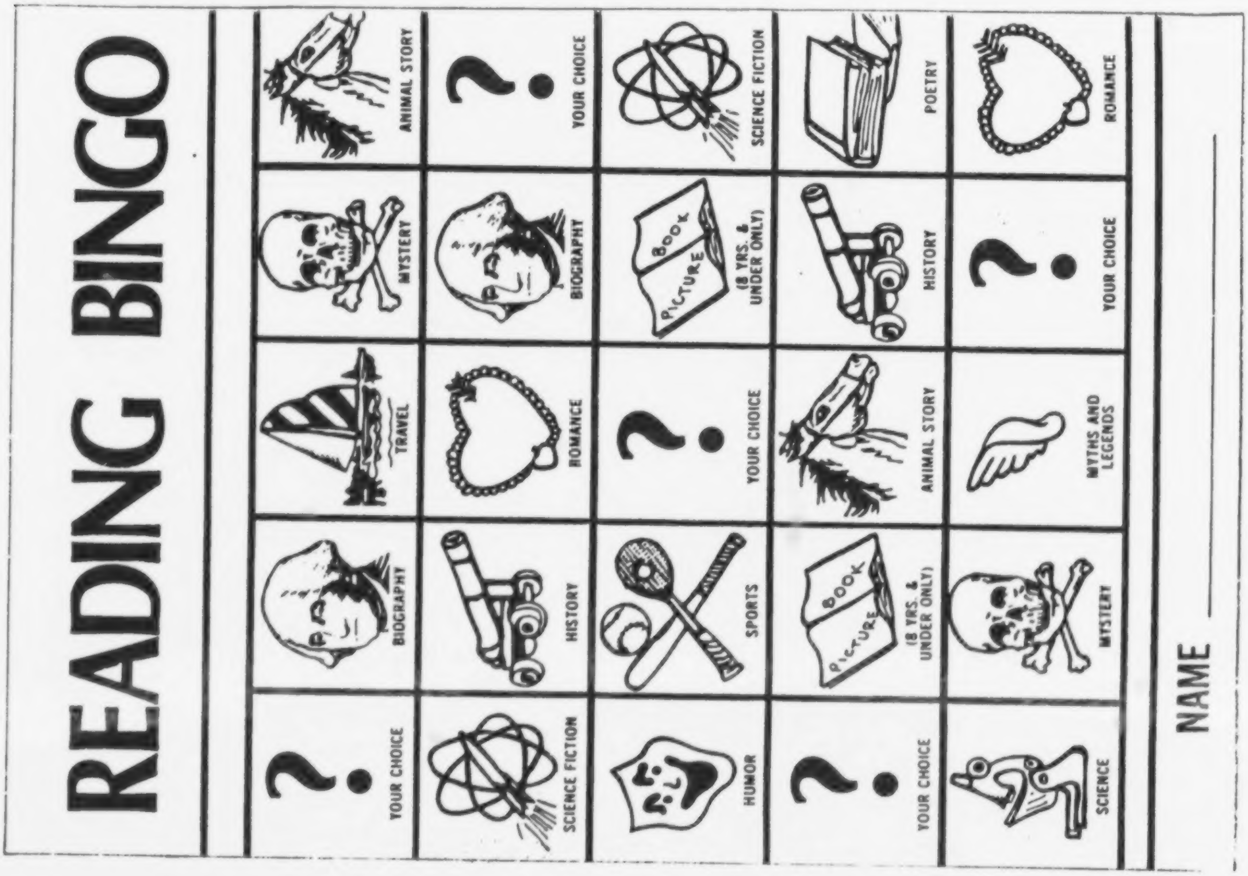
SUMMER READING PROGRAM
MANUAL
1983

the South Carolina State Library



*Tale Spinners*

*a tall tale reading program*



# READING BINGO

| | | | | |
|---|---|---|---|---|
| YOUR CHOICE | BIOGRAPHY | TRAVEL | MYSTERY | ANIMAL STORY |
| SCIENCE FICTION | HISTORY | ROMANCE | BIOGRAPHY | YOUR CHOICE |
| HUMOR | SPORTS | YOUR CHOICE | (8 YRS. & UNDER ONLY) | SCIENCE FICTION |
| YOUR CHOICE | (8 YRS. & UNDER ONLY) | ANIMAL STORY | HISTORY | POETRY |
| SCIENCE | MYSTERY | MYTHS AND LEGENDS | YOUR CHOICE | ROMANCE |

NAME ____________

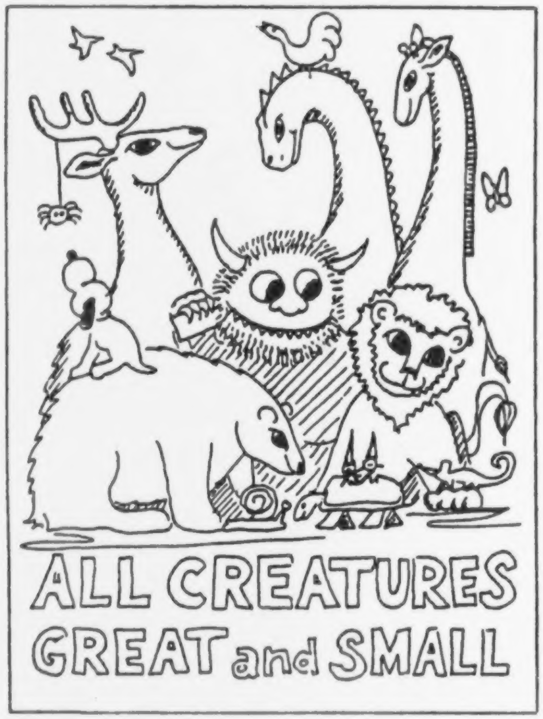
Book Mark

Poster: 8½ × 11"

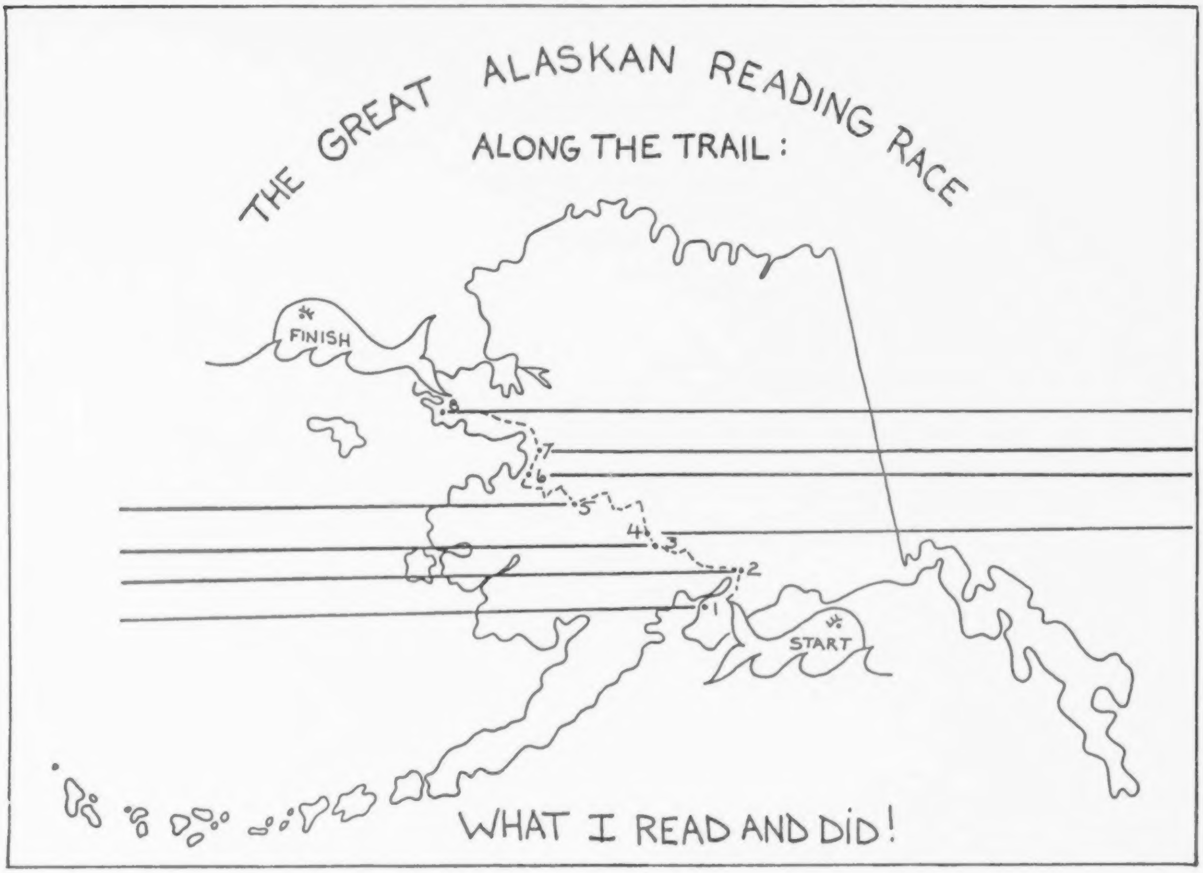
From:
State of Wisconsin.
Dept. of Public Inst.

1980 Summer Reading Program

Button



Poster: 17 × 22"

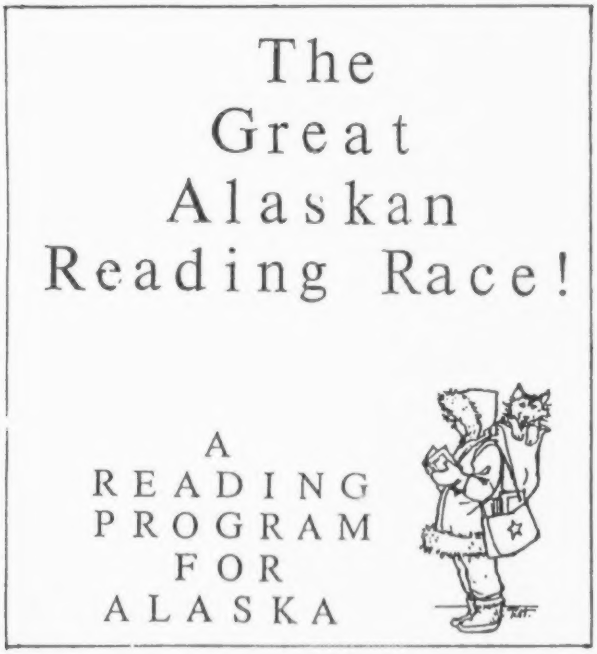


THE GREAT ALASKAN READING RACE

ALONG THE TRAIL:

WHAT I READ AND DID!

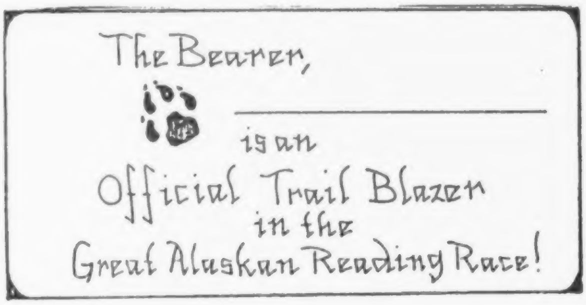
Booklet for recording reading



The Great Alaskan Reading Race!

A READING PROGRAM FOR ALASKA

Resource book (cover greatly reduced in size)



The Bearer, ______________ is an Official Trail Blazer in the Great Alaskan Reading Race!

Membership card

# Chapter VIII

# Procedures

A. Procedures

B. Procedure Manual

C. Examples of Procedures

# Procedures

Libraries work with policies, procedures, rules, and standards. Policies were mentioned in several chapters, and one chapter dealt specifically with selection policies. Policies are the broad statements of purpose and philosophy which determine decisions and actions. Procedures, rules, and standards are subordinate to policies.

Procedures are a series or sequence of related activities designed to standardize the performance of tasks which are part of a major operation. Procedures are the actions to take in a particular situation. An example of a procedure for a given situation is a fire drill, such as those conducted in a school. The teachers receive written procedures or instructions so that evacuation of the school can be accomplished in a quick, orderly, and safe manner.

Rules are statements, for example: "Patrons with bills of over $25.00 for overdue or lost materials are denied check-out privileges until the items are returned or payment made". "No eating, drinking, or smoking in the library". Rules should be few in number, but rules are necessary to assure accountability and fairness to all members of the community.

Standards are concerned with the outcome or results. They deal with quality, quantities, and units of productivity. Cataloging which meets national standards is an example of a quality standard. The requirement that an employee be able to file a certain number of cards in an hour is a quantity standard concerned with productivity. If the standard also requires no more than x number of errors, then a quality standard is also imposed.

## A. Procedures

Every library, no matter how small, should have written procedures. People resign, take vacations, become ill. Written procedures enable new employees, replacements, and volunteers to operate the library. Staff training can proceed more quickly when procedures are readily available in a printed form.

Procedures are written most frequently for the daily, weekly, and monthly tasks necessary to operate the library. Procedures standardize the performance of routines so that tasks are always done in the same way. For example, every staff member is expected to check out books in the same manner. Procedures also help to assure that necessary tasks are performed. Procedures define responsibility and performance.

Procedures are a guide for action. They:

- Establish methods of handling repetitive tasks
- Provide for continuity of action
- Place responsibility for performance on certain staff positions (people)
- Become a training device and help an employee to help her/himself in learning a job
- Provide for uniform practices
- Set standards of performance, and therefore are useful for evaluation of employees
- Ensure coordination of activities for the larger organization
- Strengthen supervision

Procedures can be written in a variety of formats. The most common formats are:

1. Paragraph
2. Outline
3. Flow chart

### B. Procedure Manual

After procedures are written, they should be placed in a binder. A loose leaf, three ring binder (notebook) works well. This becomes the Procedure Manual. It should be labeled in large letters, "Procedure Manual". Begin each procedure on a separate page so that as procedures change, pages can be removed and replaced.

Procedures need to be kept at or near the work station where the action is to take place.

A procedure manual should be easy to read and to consult quickly. Each heading needs to express its content. Don't be cute with a heading, for example, "Numbers, how to play the game" when the procedure concerns STATISTICS. No procedure manual is perfect, but there are some flaws to try to avoid.

FLAWS:

1. Poor arrangement.

Make the arrangement logical. Procedures might be arranged alphabetically or by department. A table of contents will help a staff member find the needed section quickly. An index may be necessary, depending on the number of pages in the manual.

2. Too large or bulky.

If the library is large and operations complex, each department of the library may need to have its own procedure manual. Only those activities for which that department is responsible would be included in a departmental procedure manual. However, a master copy of all procedures should be on file in the administration office.

3. Too abstract.

Be specific, tell which form to use, which personnel position (not a person's name) is to do a certain task, when it is to be done, etc.

4. Too wordy.

Be as brief as possible. Include illustrations or photocopies of forms instead of describing them. Flow charts are diagrams and, with a little training, can be easy to understand.

5. Omitting any steps.

It is easy to overlook some steps or needed piece of information. Test the written procedure on someone unfamiliar with the task. A procedure may have an instruction to "count the circulation from the previous day and record it on the circulation form." If the procedure does not tell where the form is kept and include an example, a new employee may not know where to find the form or what it looks like.

6. Difficult to read.

This can be poor type, for example a script or italic type. Or the print may be too small. The photocopies may be of poor quality. Illustrations might be faulty or indistinct. The layout may not have enough headings, or the pages may look crowded. The format may be too dense with not enough paragraphs and margins (white space) so that it is difficult to find the information needed. The pages may look so full of print that people don't want to read them.

7. Fails to fit the job.

Study of the task may have been inadequate before the procedure was written. The procedure may be old and have changed over time, and the procedure not rewritten. Date each procedure as an aid in knowing when to review it and in recognizing the most recent edition. A procedure manual is never to be considered a finished document. Procedures need to be reviewed on a regular basis and revised as necessary.

### C. Examples of Procedures

The procedures which follow are to be used as an aid in developing procedures for an individual library. The procedures included here should not be considered a complete procedure manual for all tasks in a library, but examples only. Nor are these procedures intended to be adopted exactly as written. Each library is different because each community is different. The number of staff members may differ. The design of the buildings differ. Libraries have different amounts and kinds of equipment. All of these factors affect the procedures. Each library needs procedures developed for that particular library.

Several librarians have contributed copies of procedures for this manual. Appreciation is expressed to librarians at: Homer Public Library, Yukon Kuskoquim School District Media Center, Fort Wainwright Post Library, Kegoayah Kozga Library, Scottsdale (AZ), and others, for sharing examples of their procedures.

C. Examples of Procedures

1. Catalog Card Corporation of America

2. Circulation Procedures

    a. Book Circulation Procedure
    b. Book Circulation Procedure
    c. Circulation of Materials
    d. Magazines

3. Closing Procedure

4. Discard Procedure

5. Interlibrary Loans

    a. Interlibrary Loans Received
    b. Interlibrary Loan Requests Received

6. Lost Materials

    a. Lost/Not Paid; Lost/Paid
    b. Books Lost or Damaged Beyond Repair
    c. Withdrawal

7. Microcomputers for Public Use

8. Monthly Calendar

9. New Books

10. Opening the Library

    a. Opening Up Routine
    b. Set Up Procedures

11. Overdue Materials

12. Processing Materials

    a. Baker & Taylor New Book Processing
    b. Labeling Media Materials
    c. Processing a Book
    d. Processing Procedures

13. Reference Search

14. Weekly Statistics

Homer Public Library
141 W. PIONEER AVENUE
HOMER ALASKA 99603

CATALOG CARD CORP. OF AMERICA
3-C PROCEDURE

TO ORDER CARD SETS AND BOOK CARD/POCKET KITS;

1. Set typewriter for double space.

2. Set up order form on plain white paper using form shown in sample order

3. Go to 3-C ORDER SHELVES and arrange books in alpha order by AUTHOR.

4. For each book, check verso of title page for either the L.C.(library of congress) number, OR the ISBN(international standard book number). ISBN # is first choice, use whenever possible. These numbers may also be found on the back or inside the book jacket. IF YOU HAVE TROUBLE FINDING A NUMBER OR UNSURE IF IT IS THE RIGHT ONE, ASK A STAFF MEMBER.

5. Type the number in the appropriate column (L.C. OR ISBN) as on the sample order.

6. At the end of order, go back and fill last page # on all pages (page 1 of 5; page 2 of 5, etc.).

7. Count number of items per page and enter in PENCIL at bottom right hand corner of each page.

8. TOTAL the number of items, attach calculator tape to assembled order.

9. Type up purchase order following the example shown.

10. Give order form and purchase order to Karen.

HOMER PUBLIC LIBRARY
141 W. PIONEER AVENUE
HOMER, ALASKA 99603

PAGE 1 OF 4

PURCHASE ORDER # 01207

LIBRARY OPTION # 99603600-.

| L. C. NUMBER | ISBN NUMBER |
|---|---|
| | 0-87044-442-5 |
| | 0-87044-361-1 |
| | 0-87044-440-9 |
| | 0-13-032599-6 |
| | 0-87156-842-X |
| | 0-442-20377-2 |
| | 0-382-06610-3 |
| | 0-312-92792-4 |
| 79-51161 | |
| | 0-385-18523-5 |
| | 0-87287-461-3 |
| 77-90353-Vol. 2 | |
| | 0-399-31004-5 |
| | 0-87044-413-1 |
| | 0-87909-754-X |
| | 0-935094-00-8 |
| | 0-943822-62-9 |
| | 0-8242-0715-7 |
| | 0-670-65937-1 |
| | 0-8094-5237-5 |
| | 0-8242-0400-X |
| | 0-87044-479-4 |
| | 0-87044-476-X |
| | 0-8242-0408-5 |
| | 0-87773-224-8 |

# PURCHASE ORDER

# CITY OF HOMER

3670 LAKE STREET
HOMER, ALASKA 99603 0335
phone: 235-8121

ORDER NO. 01207

VENDOR NO.

TO:

CATALOG CARD CORP. OF AMERICA
P.O. Box 1276
BURNSVILLE, MN. 55337-0276

SHIP TO:

HOMER PUBLIC LIBRARY
141 WEST PIONEER AVE.
HOMER, AK 99603

fold here

| | QTY ORDERED | QTY RECEIVED | UNIT PRICE | ITEM DESCRIPTION | ORGANIZATION OR PROJECT | ACCT | EXTENDED PRICE |
|---|---|---|---|---|---|---|---|
| 1 | 96 | | .65 | CARD SETS | 571.00 | 228 | 62.40 |
| 2 | 96 | | .14 | BOOK CARD AND POCKET SETS | 571.00 | 228 | 13.44 |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| | | | | | | TOTAL | 75.84 |

PLEASE NOTE THE FOLLOWING SHIPPING AND SPECIAL INSTRUCTIONS

Date 4/23/86

Prepared by [illegible]

Department Manager

City Manager

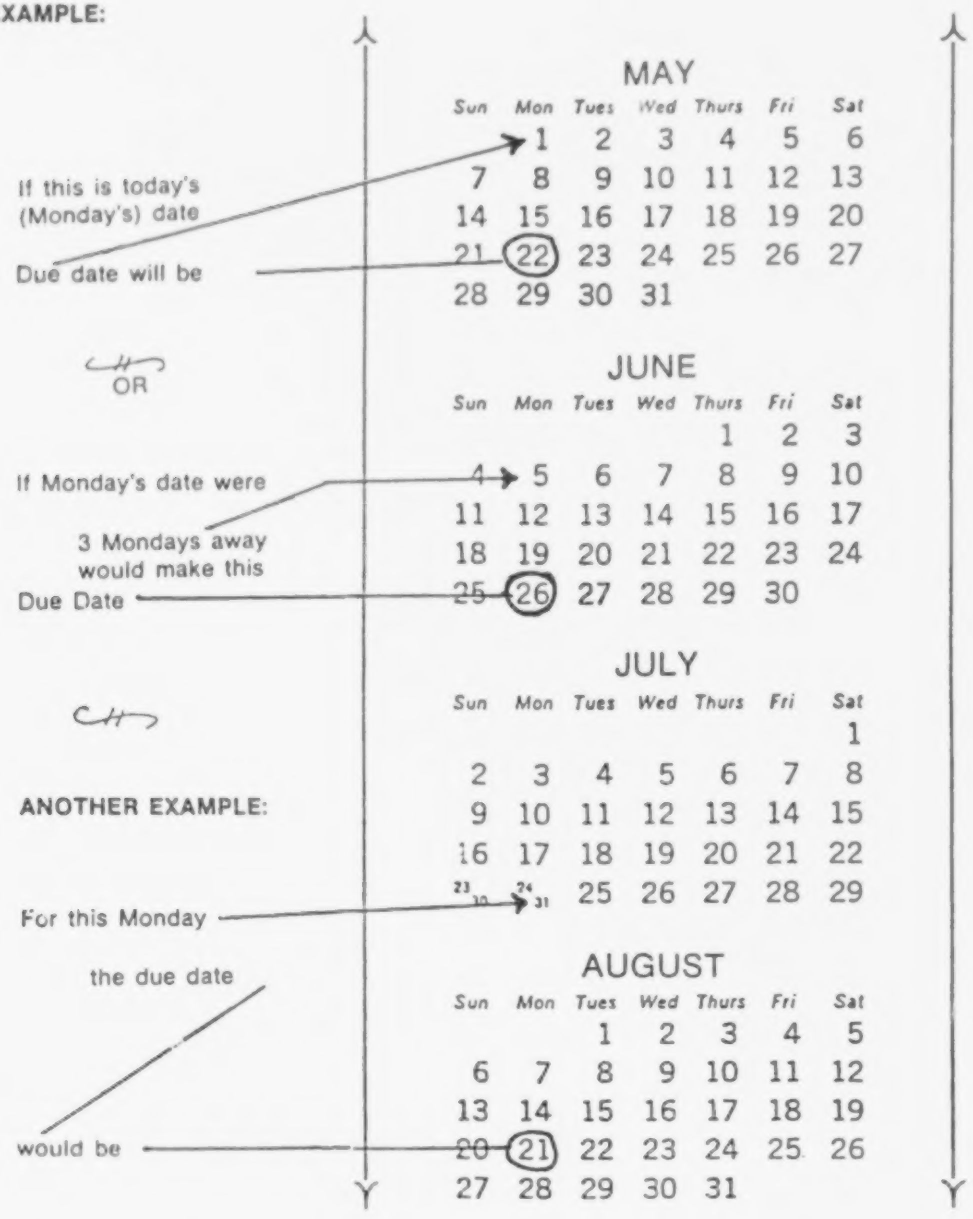
**FINANCE COPY**

# Book circulation Procedure

One due date is used for the entire week, therefore materials are loaned for a minimum of two weeks, and a maximum of three weeks.

On Monday of each week (or the first day of a week which is not a holiday) change the due date for the Monday three weeks from the current date.

**EXAMPLE:**



If this is today's (Monday's) date

Due date will be

OR

If Monday's date were

3 Mondays away would make this

Due Date

**ANOTHER EXAMPLE:**

For this Monday

the due date

would be

MAY

| Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |  |  |  |

JUNE

| Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|---|---|---|---|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |  |

JULY

| Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23<br>30 | 24<br>31 | 25 | 26 | 27 | 28 | 29 |

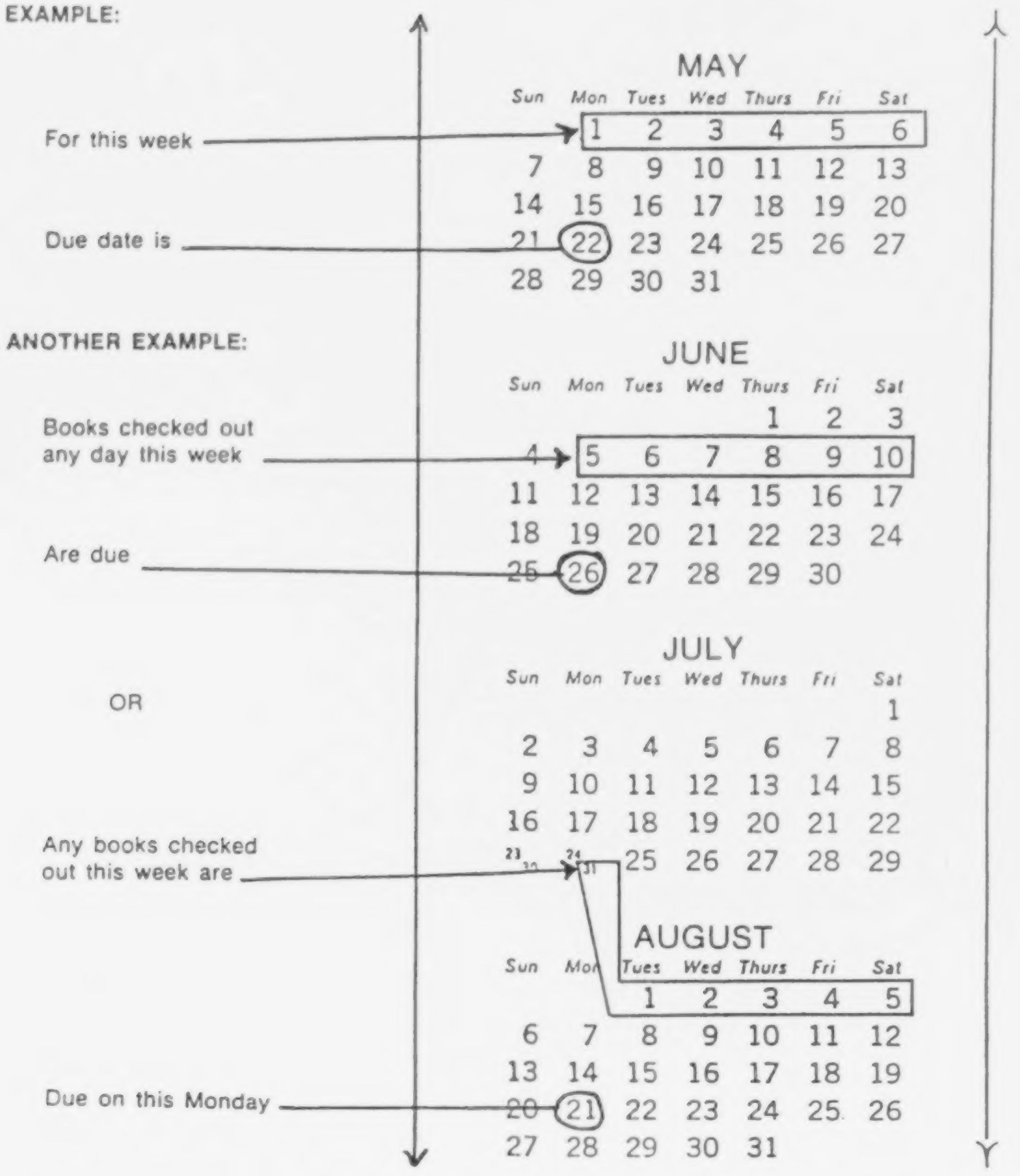
AUGUST

| Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |  |  |

**NOTE:** If the library will be closed for a holiday or vacation, the due date can be either the last day the library is open OR the first day the library is open after the vacation.

## CIRCULATION - BOOKS

All books checked out on *any day* during the week are due the same Monday.

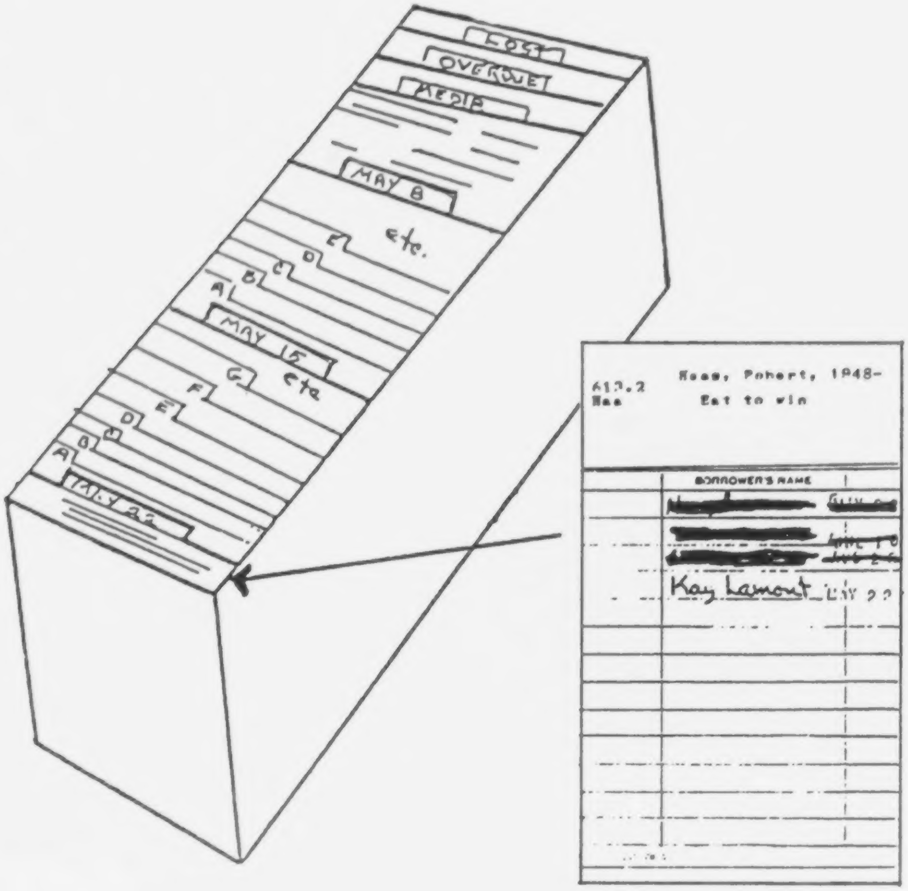


### Check Out of Material

1. Borrower presents book to the circulation desk and writes name on the circulation card (or name and address).

   OPTIONAL - Library staff checks to see if current registration card is on file.

2. Library staff stamps due date on:
    a. Date due slip in the book
    b. Circulation card, next to borrower's name
3. Staff puts circulation card in the *front* of the circulation tray

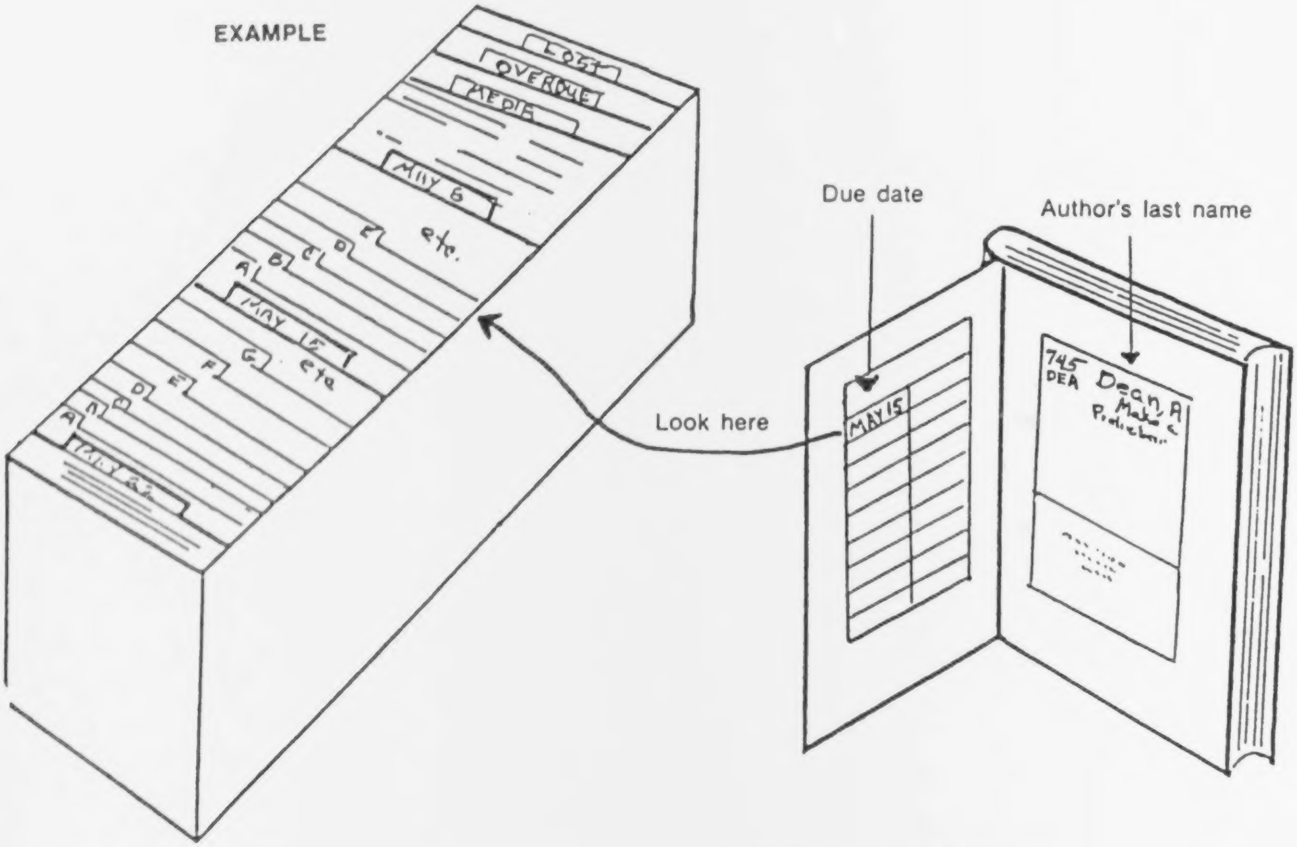


4. At the end of the day—or first thing in the morning—the circulation cards in the front of the tray are counted by type of material. The circulation is recorded on the statistical sheet (see next page for example).
5. Library staff then files circulation cards in the circulation tray in alphabetical order by author's last name.

## Check-In Material

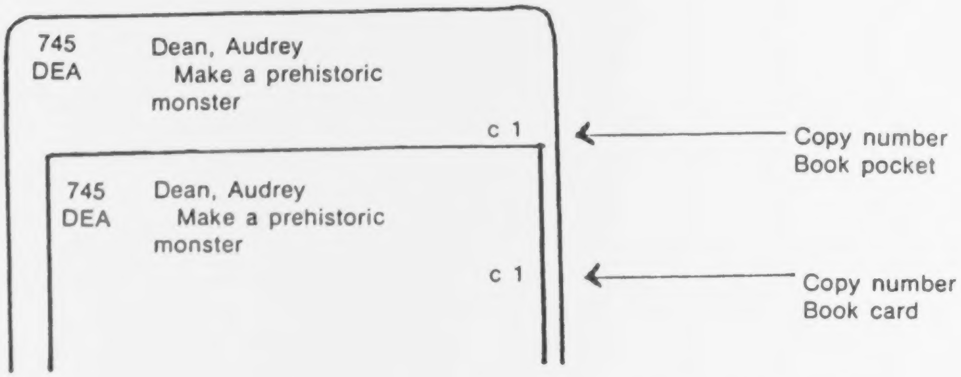
1. Use the *due date* and the *author's last name* (from the book pocket) to find the circulation card.

**EXAMPLE**



3. Black out patron's name on the circulation card with heavy black felt tip pen.
4. Put the circulation card in the book. Make sure the copy numbers match on card and pocket.

**EXAMPLE:**


745
DEA
Dean, Audrey
Make a prehistoric
monster
c 1

745
DEA
Dean, Audrey
Make a prehistoric
monster
c 1

5. Examine the book for damages such as torn pages, crayon markings, damaged covers, etc. Set aside books needing repair.
6. Reshelve the book, or set it on a book truck to shelve at another time.

# Monthly Circulation Statistic Sheet

**Month** ____ 19 ___

|  | Non-Fiction | Adult Fiction | Juvenile Fiction | Easy Books | Paper Backs | Periodicals | Audio Tapes | 8mm Film | Other | Inter Library Loan Borrowed | Loaned | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
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| 27 | | | | | | | | | | | | |
| 28 | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | |
| Total | | | | | | | | | | | | |

# Book Circulation Procedure

A. Books are checked out for one month. To determine due date:

1. On the 1st of the month set due date for the last day of the month. On the 16th, set the due date for the 15th of the next month. If library is closed on that date use the next date the library is open.

   **Examples:**

   | Check out date | Due date |
   |---|---|
   | February 3rd | February 28th |
   | February 15th | February 28th |
   | February 16th | March 15th |
   | February 27th | March 15th |
   | March 1st | March 31st |

B. Checking Out Material

1. Check overdue file under patron name to make sure patron does not have overdues. No patron with overdues may check out materials.
2. Ask the borrower to sign name and address in the Borrower's Register after next available number. (The Borrower's Register can be a pre-numbered form you have prepared yourself or a printed, pre-numbered form purchased from an office supply vendor.) The one number is used for all the books the patron is allowed to check out at one visit (up to six per visit).
3. Verify patron has provided necessary information (name and address) on the Register. Transfer the number which appears on the Register along with patron's initials on the circulation card(s).
4. Stamp due date on the circulation card and on the date slip attached to item(s).
5. Give the items to the patron and put the check-out cards in the circulation tray marked Today's circulation.

C. Filing Cards

1. Separate the cards filed behind Today's Circulation at the end of each work day. Group them by the item's format: books, audio tape, etc.
2. Count the number of circulation cards in each format group.
3. Mark the tally for each format on the Monthly Circulation Statistics Sheet.
4. Tag the cards with the appropriately colored slip based on the schedule of due dates below.

   | | | |
   |---|---|---|
   | red | Jan. 15 | June 15 |
   | blue | 31 | 30 |
   | yellow | Feb. 15 | July 15 |
   | red | 28 | 31 |
   | blue | Mar. 15 | Aug. 15 |
   | yellow | 31 | 31 |
   | red | Apr. 15 | Sept. 15 |
   | blue | 30 | 30 |
   | yellow | May 15 | Oct. 15 |
   | red | 31 | 31 |
   | blue | | Nov. 15 |
   | yellow | | 30 |
   | red | | Dec. 15 |
   | blue | | 31 |

5. Interfile the cards into the existing file of cards in the circulation tray. File alphabetically by author's last name or main entry. This is the first line of printing on the circulation card.

D. Check-in

1. Check the due date of the item to determine whether the card is in the current or overdue file.
2. Check the author or main entry on the book pocket and find the corresponding circulation card in the circulation file.
3. Remove the colored clip and put the circulation card back into the card pocket on the item.
4. Place item on book truck to be reshelved.

## CIRCULATION OF MATERIALS

All fiction books and all books with cards in them may be checked out under the regular check out rules.

All Reference books will be marked with REF above the Dewey Decimal Number. These books may be used in the library or may be taken out to the classroom for one period only if it is requested by the teacher.

REFERENCE BOOKS MAY NOT BE CHECKED OUT OVERNIGHT ! ! ! !

## LENGTH OF TIME FOR CIRCULATION

All books are checked out for a period of TWO (2) weeks. All books may be renewed once unless they have been asked for in the meantime by someone else. DO NOT RENEW A BOOK UNLESS THE BOOK IS PRESENTED AT THE TIME IT IS REQUESTED TO BE RENEWED.

## DIRECTIONS FOR CHECKING OUT A BOOK

1. First take the book card from the book pocket.
2. Have the person borrowing the book write his/her full name on the first vacant line.
3. Stamp the date due on the date slip in the book. Give the book back to the borrower.
4. Stamp the card and place it in the FRONT of the charging tray. These cards will be counted and filed by classification and letter at the end of the day behind the date the book is due.

## DIRECTIONS FOR CHECKING IN A RETURNED BOOK

1. First look at the date due on the date slip.
2. Take the book card from behind the date in the charging box, check to make sure it corresponds with the classification and accession number on the book pocket.
3. Slip the card into the book pocket, check the call number on the pocket and book again.
4. Place the book on the reshelving cart until the end of the day when you will reshelve it.

# CIRCULATION RECORD

1. Keep your Circulation Record each day by counting the fiction , non-fiction, and Easy, if any, which were checked out that day. Mark the total on the Circulation Record sheet. Try to keep a count of the Reference books you saw being used that day too.

2. AT THE END OF EACH MONTH send a copy of the Circulation report to the LKSK Media Center.

   Attn: Dir. of Media Serv.
   P.O. Box 305
   Bethel, Alaska 99559

Behind this page is a sample of the Circulation Record sheet, along with enough others so that you have one for each month of the school year. Don't forget to send a copy of the monthly Circulation Record to the Media Center at the end of each month!

Lower
Kuskokwim
School
District

# CIRCULATION RECORD

SCHOOL NAME: Platinum

MONTH: Sept.

| DAY | NONFICTION | EASY | FICTION | TOTAL | REFERENCE |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | 10 | 3 | 5 | 18 | 0 |
| 4 | | | | | |
| 5 | | | | | |
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| 7 | | | | | |
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File 5-4-12 Doc 12

## CIRCULATION

## MAGAZINES

Current issues do not circulate.
Only duplicate National Geographic circulate.
Alaska magazines, old Life's, or anything that looks rare does not circulate.

1. Use an old catalog card (behind pink date due slips) to write the name and date of the magazine. If the person has more than one, you can list them all on the same card.

2. Stamp the date due on the card (same as for books) and have the patron sign it.

3. Staple a date due card to the magazine. (People are more likely to remember they're ours that way).

4. Record statistics under "Mag" column.

5. File under magazines, back left of charge tray.

Homer Public Library
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HOMER ALASKA 99603

# CLOSING PROCEDURE

CHECK TOILETS - If there appears to be a problem, use a plunger. Otherwise simply flush.

COVER MACHINES - Big Bertha and Magazine Index. Check to see they are switched off.

CLOSE AND LOCK WINDOWS - Check all, whether they appear to have been used during the day or not. Close both latches on each window, and check screens.

PICK UP BOOKS AND MATERIALS - from tables, chairs, shelves, etc. If there's time, put away. If not, place in order on book truck.

UNPLUG COFFEE POT - Clean pot and cups etc.

TURN OFF PHOTOCOPIER - Switch is near front on left side.

TIDY CHILDREN'S AREA

PUT AWAY PIG - In designated area.

COVER TYPEWRITER - at front desk. Facing back room, cover is in back drawer at far right.

TURN OPEN/CLOSED SIGN

PUT AWAY ITEMS ON CIRCULATION DESK - Place calendar, stamps, and pads in drawer with current borrower's register book. At least once a month, check to see if ink pads need feeding and add ink if needed.

COVER CIRCULATION WELL - At end of each month, leave well open and empty; leave note for janitor to vacuum out the well.

LOCK FRONT DOOR

TURN OFF ALL LIGHTS - In front room, turn off all lights but the two below the green tape.

TURN HEAT TO 65

CLOSE DOOR BETWEEN THE TWO ROOMS

PUT AWAY MONEY AND KEYS - Return to designated places.

## CLOSING PROCEDURE - Page 2

IN BACK ROOM CHECK - to be sure coffee pot and tea kettle are unplugged; radio is turned off; all typewriters, the computer, and the cube are turned off and covered, and windows and screens are closed and locked.

ON THE WAY OUT - turn off two light switches in back room. Be sure back door is locked.

ENJOY YOUR EVENING

## DISCARD PROCEDURE

ALL EMPLOYEES ARE ENCOURAGED TO PLACE BOOKS ON DISCARD SHELVES SO THAT LIBRARIAN CAN MAKE DECISION ON DISPOSITION OF VOLUME.

NO BOOKS ARE TO BE DISCARDED UNTIL LIBRARIAN AUTHORIZES ACTION.

WHEN CHECKING BOOKS IN OR OUT, OR SHELVING, EMPLOYEES ARE ENCOURAGED TO CONSIDER WHETHER PARTICULAR VOLUMES SHOULD BE REBOUND, MENDED, OR CONSIDERED AS DISCARD. AT SUCH TIMES, CONSIDER CONTENT, CONDITION, AND PROBABLE USE BY COMMUNITY.

DISCARD PROCEDURE:

LIBRARIAN OR LIBRARY ASSISTANT WILL INDICATE THOSE ITEMS TO BE PROCESSED BY CLEARLY MARKING THE AREA CONTAINING VOLUMES FOR DISCARD.

STAFF MEMBER OR VOLUNTEER WILL THEN:

Phase #1:

1. Pull book cards from discard file and take to discard area.

2. Rip off pockets and toss.

3. Stamp each item on inside front and back covers and middle of book.

Withdrawn From Library
DO NOT RETURN

4. Remove plastic jackets and labels (unless would be too time consuming).

5. Put books in box and mark box as DISCARDED FROM LIBRARY. DO NOT RETURN. Date and initial and notify librarian.

Phase #2:

1. Arrange book cards in ACCESSION NUMBER ORDER (digits in upper right corner).

2. Locate appropriate accession number in accession record books and mark D/MONTH & YEAR (e.g. D/7/86) using pencil.

3. Arrange book cards in SHELF LIST ORDER.

4. Locate shelf list card. If MORE THAN ONE ACCESSION NUMBER ON CARD, note D/MONTH & YEAR for appropriate accession number, but do not pull. Mark book card with note "CARDS OK". See #5 below. If there is only one accession number, pull shelf list card and

set aside with book card.

5. Note on card in front of drawer the date and number of books withdrawn, including those books of which there was more than one entry on shelf list card. After noting the count, destroy any book card with note "CARDS OK".

6. Pull all catalog cards for those items of one copy only from card catalog that are listed as tracings on the shelf list and main card. Check BOTH cards!!! Band all cards with shelf list on top.

7. Give cards to Librarian with date and initial of person who pulled cards. Full card sets will be maintained for 6 months.

## INTERLIBRARY LOANS RECEIVED

Received 1. When an interlibrary loan (ILL) is received from another library

A. IF FROM FAIRBANKS NORTH STAR BOROUGH LIBRARY:

(1) Write on the request form in the book, the date four (4) calendar weeks from the date the book was received. That is the date the library patron is to return the book to your community library.

(2) Leave the form in the book and follow step 2.

B. IF FROM ANY LIBRARY OTHER THAN FAIRBANKS NORTH STAR BOROUGH LIBRARY:

(1) Check interlibrary loan forms, book card or date due slip for due date.

(2) Patron is to return book to the local community library on or before that date.

2. Pull your file copy of the request form:

A. Attach the return address label (from inside the front of the book) to your copy of the request form.

B. Put the same date (determined in step 1) on the request form.

C. Close the forms in the pages of the book so that they project above the top of the book.

3. Notify the patron of the receipt of the interlibrary loan request and to pick it up.

4. Put the book in a special place reserved for ILL at the check-out desk.

Check-out 5. Check-out the book:

A. Patron writes own name on the reverse side of your file copy of the request form.

B. Remove the file copy (with patron's signature) and the attached mailing label from the book.

C. Inform patron of the due date, and point out where it is written on the request form in the book (from step 1).

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D. Put the file copy of the request form in:

"Received file"

6. Once a week check all interlibrary loans for due dates and contact patrons whose books are due or overdue.

Return 7. When the interlibrary loan is returned:

A. Pull the file copy of the request forms

B. Mark the date the book was returned; for example, returned 10/17/81.

C. Package the book for mailing and apply the return address label. Mail.

D. File the interlibrary loan forms in an "ILL Returned" or "ILL Completed" file.

Statistics 8. Count and record the number of "filled" requests annually or semi-annually for the annual report. Keep statistics on a fiscal year basis, July 1 to June 30 to meet state requirements. Local government may require calendar year statistics too.

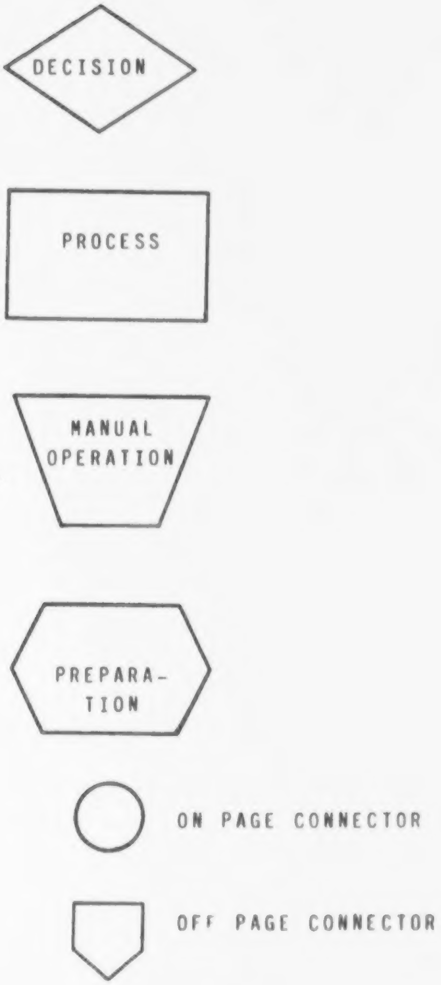
The request forms are discarded when they have been:

(1) Counted and

(2) When a sufficient period of time has passed to be assured that the interlibrary loan reached its destination. (Three months should be ample time).

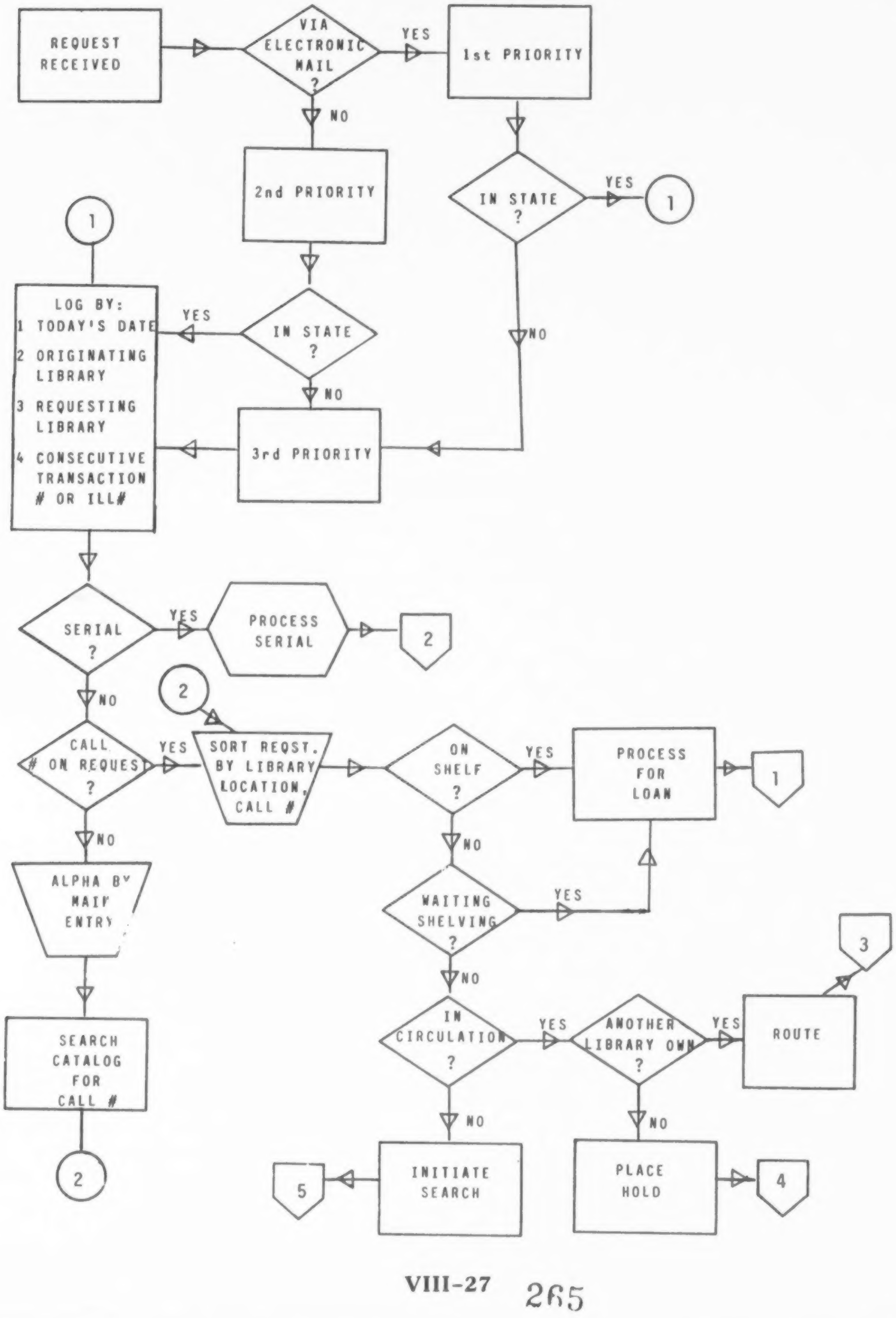
# INTERLIBRARY LOAN REQUESTS RECEIVED

KEY:



Above flowchart revised from one submitted by Carol Crosby, University of Alaska/Fairbanks, as a partial requirement for LS 206, Introduction to Public Services for Library Technicians.

# INTERLIBRARY LOAN REQUESTS RECEIVED



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## LOST AND NOT PAID PROCEDURE

1. Pull book cards and mark L&NPD and the date in pencil on top of card.

2. Pull all paperwork (Multiple Malefactor card, billing statements, notes, etc.).

3. Pull borrower application card and write on verso the following data:
    - call number
    - author
    - title
    - accession number
    - date (use date book is removed from records)
    - replacement price as indicated on bill

Put red-banded slip on borrower's application card to indicate that no more materials are to be checked out to borrower until transaction is cleared.

4. Pull appropriate volume of accession record books and write in pencil: L&NPD/date/borrower card number.

5. File book card behind guide card, WITHDRAWALS, in author order (drawer labelled WITHDRAWALS/DISCARDS in lower half of shelf list cabinet.

## LOST AND PAID PROCEDURE

1. Write receipt with the following information:
    - call number
    - author's last name
    - title
    - accession number
    - borrower card number

2. Put cash in photocopy fund with a yellow post-it note stating amount of money, date, and L&Pd book, to be used when making up deposit slips. If paid by check, mark in memo section L&Pd book.

3. Mark book card L&Pd and date.

4. Toss the fine slip, billing statement, and any other paperwork concerned with the transaction. Be sure to check Multiple Malefactor file, too.

5. Check borrower's application card to pull red-banded slip and delete appropriate data on verso.

6. Pull appropriate volume of accession record books and write in pencil: L&Pd/date

7. File book card behind guide card, WITHDRAWALS, in author order (drawer labelled WITHDRAWALS/DISCARDS in lower half of shelf list cabinet).

PAPERBACK BOOKS THAT DO NOT HAVE ACCESSION BOOK ENTRIES:

The procedures are the same except that nothing will be marked in the accession registers (L&NPd, #4 or L&Pd, #6).

## BOOKS LOST OR DAMAGED BEYOND REPAIR

1. Check to see if we have another copy on the shelves before pulling the cards.
2. Pull all cards from the drawers and save in case a book is reordered or turns up later, as sometimes happens. Keep all these cards together.
3. Record the number of lost or damaged books on the "Withdrawn" sheet.
4. Make a note to reorder the book if this seems desirable.
5. Dispose of damaged books.
6. Keep a list of any lost books paid for, who paid, how much. The lost book may later turn up and then the money should be refunded. The same should hold true of a book given to us to replace a lost book if the patron wants the donated book returned to him.

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## WITHDRAWAL PROCEDURE

1. Pull book cards from behind WITHDRAWAL guide card (in drawer labelled WITHDRAWALS/DISCARDS in lower half of shelf list cabinet) and assemble in shelf list order.

2. If book is only copy pull shelf list card and mark L&NPD or L&Pd and date. Keep book card and attachments.

3. If MORE THAN ONE COPY is listed on the shelf list card, DO NOT PULL SHELF LIST, but DO CROSS OUT APPROPRIATE ENTRY and mark L&NPD or L&Pd and date. Maintain book card with note "CARDS OK"; see #4 below.

PLEASE NOTE: Sometimes there will be more than one shelf list card for a title, because each shelf list card represents a different edition. In this case, be sure to pull appropriate shelf list card.

4. Note on card in front of drawer the date and number of books withdrawn, including those books of which there was more than one entry on shelf list card. After noting the count, destroy any book card with note "CARDS OK".

5. Arrange pulled shelf list cards in author order.

6. For those items of one copy only pull all cards from card catalog that are listed as tracings on shelf list and main card. Check BOTH shelf list and main card!!!

7. When all cards are pulled from the card catalog, give them to the librarian with note containing current date and initial of person completing project. Full card sets will be maintained for 6 months.

CITY OF SCOTTSDALE ARIZONA

# SCOTTSDALE PUBLIC LIBRARY

## Apple IIe and TRS 80, Model 4 Microcomputers

## PROCEDURES

### HOURS

- The computers will be available in the Computer Center from 10:00 a.m. - 8:30 p.m. Monday - Thursday, 10:00 a.m. - 5:30 p.m. Friday and Saturday and 12:00 p.m. - 4:45 p.m. Sunday (September - May)

### RESERVATIONS AND SIGN-IN

- Annually users will complete a User Agreement form. One copy will go to the user and the second copy will be kept in a notebook at the Information Desk.

- Use of the computers will be on a first-come first-served basis. Everyone using the computers will sign the Computer Use form at the Information Desk. Staff should check the notebook of forms to verify that a person requesting use of the computers has a User Agreement on file.

- Note the name of the disk being checked out and the telephone number of the patron on the sign-in sheet.

- Patrons must leave valid identification (e.g. driver's license, library card, student I.D., bank card) at the Information Desk to check out disks and the user's manuals.

- In person and telephone reservations for the same day will be accepted and will be held 10 minutes. Advance reservations will not be accepted.

- Patrons will be limited to a maximum of 1½ hours per day on each computer. This time may be extended at the discretion of the librarian on duty, if times are available.

### SOFTWARE

- Software is for Library use only. Under the copyright laws no programs may be copied, in whole or part, without the written consent of the producer. No arcade games software is available.

- ONLY ONE DISK will be checked out to a patron at a time. Identification will be returned to the user when all equipment checked out is returned.

- Patrons may use software that they provide.

- Donations of software to the library will be accepted; however, the library will determine whether or not to add the software to the collection. Software not added to the collection will be returned to the donor (please see Bill Pillow for more information).

- ***CAUTION*** Because of the security system used, microcomputer software that passes through the exit gates may be damaged. Pass the software around the gates to the patron.

PRINTERS

. A printer is available for use with the computers. Patrons wishing to print out an extensive program should supply their own paper. Patrons may also bring blank disks for storage. The Library does not provide blank disks.

ORIENTATIONS

. Orientation classes will be held for first-time computer users. To register for a one hour class, interested persons should call 994-2476.

/mp

## To Be Done Monthly

1. Prepare a monthly list of the movies that will be coming that month from the State Library. A computer print-out of movies with arrival and departure dates will be sent to you from the State Library. Use this list to prepare the monthly lists which should be given to each teacher.

2. Prepare a monthly overdue book list. Type on a ditto and give to each teacher and teacher aide.

3. Check the shelves throughout the month, to make sure that the books are in order on the shelves. The entire collection should be checked but especially the fiction, picture books, and filmstrip collections (which receive the heaviest use).

4. File back issues of magazines in file holders in cupboards over the sink by the A-V room. Weekly magazines over a month old should be stored. Monthly magazines over three months old should be stored or placed in classrooms for cut-up, etc.

   Save:
   - National Geographic
   - National Geographic World
   - Alaska
   - All teaching magazines (which are displayed in Special Education room)
   - Ranger Rick
   - Ebony Jr.
   - American Girl
   - Boys Life
   - Subject Guide to Children's Magazines

   Place in classrooms for student use (cut-up, free reading, etc.):
   - Highlights
   - Playmate
   - Sesame Street
   - Electric Company
   - Humpty Dumpty
   - Newsweek
   - Time
   - etc.

## NEW BOOKS

Purchased books:

1. After you open the box, check number of books in the shipment against the invoice to be sure they were all packed and sent.
2. Look books over to see if there is anything wrong with them (pages upside down or missing, damaged, etc.)
3. Stamp books with library stamp. Stamp inside front and back covers and on top edge of book if it is wide enough to stamp.
4. If books are already processed, remove the cards for the catalog and leave only the book card in the pocket.
5. If books are not processed when shipped, they will need to be processed before being placed on the shelves. (See procedure for processing books.)
6. Record number of new books on the "Added" sheet.
7. File cards and shelve books. (You may want to display new books before shelving to draw attention to them.)

Donated Books:

1. Explain to the person donating the books that we are under no obligation to put them on the shelves. Ask the donor what he wishes done with books if we do not wish to add them to the library collection.
2. In choosing which books to add to the collection, follow the selection policy. You should not dispose of donated materials without first consulting with the other librarian or a board member.
3. Process these books according to the processing procedure.

## OPENING UP ROUTINE

Come to the library at least five minutes before the stated opening time so that the lights will be on and doors open at the dot of the opening hour.

Secure the lock on both front doors with the Allan wrench (the set is kept on the assistant librarian's desk). Turn the door sign to "open".

Turn on all the lights.

Turn the IBM copier machine on by opening the front panel, pulling the two gray rods on the lower center of the front to clear them, and by switching the "on" switch on the upper right portion of the inside panel. The machine takes a few minutes to warm up after it is turned on.

Check the library to see that chairs are in order and that materials were put away from the previous night. Check the date stamps for the correct dates.

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SET UP PROCEDURES

1. EMPTY BOOK BIN OUTSIDE...Use the book bags to carry the books into the library. Check behind and beneath bin for fallen books. Check bin periodically during the day.

2. SET UP CASH...Take bank bag and Friends' cash bag(always stored together) and key ring from desingnated places. Square key opens bank bag. Take out LIBRARY FEES and BOOK SALES cash trays. Remove cash from marked envelopes in bank bag; paperclip each wad of bills and set up as follows:
LIBRARY FEES: $20.00 (in bills) put cash tray in drawer labelled Library Fees.
BOOK SALES: $10.00 (in bills) place cash tray in drawer labelled Book Sales.
Remove marked TYPEWRITER envelope from the bank bag and place in drawer marked Book Sales next to the cash tray.

We may need to make change during the day from the cash drawers, so they need to be supplied with $1s and $5s. If no low-denomination bills are available, bring it to Library Assistant or Librarian's attention. As needed, re-supply LIBRARY FEES cash tray with coins from machine.

3. CHECK LIGHTS...each morning to see that each bulb in every row is working. Leave note for janitor on B.J.'s desk.

4. CHECK RESTROOMS... to see that each is supplied with toilet tissue, towelling and hand soap (in dispenser). Check to see that each room is clean, look for grafitti--and, if flourescent bulb is flickering, it needs to be adjusted or changed.

5. CHECK AND CLEAN MACHINES...Take out a handiwipe (a half-sheet will do) and Windex.
a)Wipe BIG BERTHA's face of dust (do not use Windex!!!). Use light amount of soap and water--to cleanse well. Make five copies on ND darkest setting (on Monday only).
b)Dust face(no Windex) of ROM Index. For washing, use soap and water, clear water rinse. The crystal needs to be taken out and wiped clear of emulsion each day with Windex. Check and adjust focus.
c)Flick the switch to on-position on Ricoh machine. Clean glass plate with Windex daily; also wipe all areas inside lid. Replenish paper in paper trays. Extra supplies are kept in lower left cabinet. If supply is low in cabinet, add more from back room. Notify Library Assistant when supply of paper is low, so can reorder. Each Saturday clear coin box and wrap into rolls as needed.

6. SET OUT PIG... Pig goes on counter above book bin.

7. SET UP FRONT DESK

REMOVE TYPEWRITER COVER... it goes folded into drawer labelled STORY HOUR DATA.
STAMPS AND CALENDAR... Change date to reflect two week from current date on stamps with pens. Set one and three week stamps accordingly. BE AWARE OF HOLIDAYS!!! Also set out ink pads and re-ink as needed.

CIRCULATION COUNT... Complete circulation count and filing from previous day.

STATISTICS... Write previous day's statistics on circ. sheet. Write attendance figures, cards issued and renewed on back of circ. sheet. At the end of each week these statistics will be entered into the computer.

RECORD NEW APPLICATIONS AND RE-REGISTRATIONS... Check information on front of Borrower's Registers. Enter new borrower information into Borrower's Register and date. Record beginning numbers for current day on post-it slip on the front of the Borrower's Register. Put information from re-registered or up-dated cards in registers. File new, renewed, and revised applications in appropriate drawers above rod for revision.

SPECIAL GROUP INFORMATION... Record on calendar and check with calendar daily for any special groups that are expected such as Story Hour, CCS. Pull from Story Hour Data drawer pertinent materials and post sign as needed.

8. CHECK ILL AND RESERVE BOOKS... which are at the front desk under applicants' cards. Pull if patron has not picked up book by pull date indicated. Reshelve or put on mail desk if book is an ILL.

9. CHECK BULLETIN BOARDS... and pull out-dated notices; file when appropriate.

10. BOOKING CALENDAR... Check large, desk-sized calendar. If films have been reserved for patrons' use, pull from storage area and stack on back counter.

11. SLIP BOOKS, CHECK INFILMS AND A/V EQUIPMENT... See further instructions on slipping and shelving.

12. SHELVE BOOKS... Same as #11.

13. PUT NEWSPAPERS, MAGAZINES UP... When mail arrives, sort and route. Notices, newspapers, and magazines should be checked in, stamped, and put out as soon as possible.

14. STRAIGHTEN OUT MAGAZINES ON RACKS... as necessary.

OVERDUE MATERIALS:

1. All library materials are due in the library either the 1st or the 15th day of each month. Overdue notices will be sent on materials not returned within a reasonable time (approximately six weeks) thereafter.

2. Reminder notices are published in the OFFICIAL section of the Post Daily Bulletin at periodic intervals: Two notices, approximately two weeks apart for each date due.

3. Materials not returned two weeks following the second notice in the bulletin will have a form letter sent to the individual concerned. A final notice, two weeks later, will be sent to the CO.

4. Individuals or their dependents who have had a third notice or a CO letter sent on outstanding materials may not check out additional materials until their card is cleared. Only the librarian may relieve an individual of the responsibility of overdue materials or give him permission to check out additional materials while he is still charged with overdue items.

Homer Public Library
141 W. PIONEER AVENUE
HOMER, ALASKA 99603

## BAKER & TAYLOR NEW BOOK PROCESSING

### (PHASE ONE)

1. Pull order drawer and B&T invoices.

2. Match book to order card and invoice (both are in title order). Match author, year of publication, edition, ISBN.

3. If there are problems, set aside and check with B.J. or Karen.

4. For the books that are a clear match, mark off the invoice by drawing a line through the title.

5. Next, match the price on the order card with that on the invoice (use the price in the UNIT PRICE column). If they are not the same, cross out the price on the order card and write in the price from the invoice. If both show the same price, just circle the price on the order card. For paperbacks add "+1.65" to order card.

6. Do a quality check on each book before going on to Phase Two.

### QUALITY CHECK

A. Open book GENTLY, pressing first the front cover, then the back cover flat; then open to middle of book and press right and left sides back GENTLY; this is done to assure that pages are intact and firmly attached to binding. As a further check, pick book up and bend covers back and visually check that all pages are attached to binding. If any looseness appears in any of the above checks, put aside for Karen with a note, please.

B. Check that all pages are included and are right side up, riffle pages checking pagination; if any are out of sequence or appear as double signatures, put aside for Karen with a note.

C. If any pages appear to be stuck; creased, or otherwise not "perfect", put aside for Karen.

D. Don't forget to check that the cover is right side up in relation to the pages.

## BAKER AND TAYLOR NEW BOOK PROCESSING

### PHASE TWO

1. Stamp HOMER PUBLIC LIBRARY on verso of title page, page 23 and all edges facing front of book.

2. Stamp: HOMER PUBLIC LIBRARY
141 W. PIONEER AVE.
HOMER, ALASKA 99603 on book pocket.

3. From catalog card, write IN PENCIL, the call number of volume at the bottom center of the title page.

4. Count off a number of volumes to be processed within the time alloted and assign a block of accession numbers to be used (check the last number used in the accession book to verify that it matches the last number recorded on the card in front of accession book). Reserve those numbers to be used by noting in the accession book along with date and initials.

5. In BLACK INK, write in the accession number on verso of title page and page 23 above HOMER PUBLIC LIBRARY stamp.

6. Write IN BLACK INK, the accession number in the upper right hand corner of the book pocket and book card. On the left side of the book pocket and card just above the date stamp area, write in the current month and year ( i.e. 4/86).

7. On the shelf list card, about 4 spaces under call number and flush with left side of card, TYPE the accession number, source, price, month/year using the format below.
If the book is paperback note pb after price on card and in accession book. If it is a paperback with a plastic jacket note +1.65pb.

```
 ----------------------------------------
I ABC                                    I
I                                        I
I                                        I
I                                        I
I                                        I
I                                        I
I123456                                  I
IB & T                                   I
I12.95                                   I
I4/86                                    I
I                                        I
I________________________________________I
```

8. From the shelf list cards, type aquisition data into the ACCESSION BOOK; when completed, note the last number used ON CARD IN FRONT OF THE ACCESSION BOOK.

9. Check verso of title page to see if LC # matches that on the lower right hand corner of the shelf list card. If the numbers are not the same, cross out the number on the shelf list card and write in the correct number from the book.

10. Check spine label, the first three digits of the call number should be easily visible when looking at the spine of the book straight on. If they are not, TYPE a new one using an ORATOR typing element. Cover the new label with a clear label protector.

11. If necessary, put on cover-ups or plasti-clear book covers.

## LABELING MEDIA MATERIALS

1. Type a label with the call number (Dewey Decimal number) for each item in the kit.

2. Stamp all materials (books, guides, etc.) with the Media Center Stamp, also stamp with "Block", "JOM", or "Indian Ed." if they were bought with these monies.

3. Affix a label and blue Media Center tape to each item in the kit or to a book. Be sure to put the call number and the Media Center tape on the spine of the book or the outside of the kit so it is visible when the item is shelved. This should be covered with clear book tape.

4. Put a label inside the kit that states the complete contents of the kit.

   e.g.: CONTENTS: 1 filmstrip
   1 cassette
   1 guide

5. If the new material is a book, make a pocket and card and affix to the inside back cover.

6. File in its proper place on the shelf - give the AV circulation card to the Media Aide Assistant to be filed in the checkout circulation file.

7. Type a set of cards if only a shelf list is with the kit (be sure that there is a card for each subject as well as the title and any other cards specified).

   If special funding was used to purchase the item. Each catalog card should be stamped in the upper right had corner with the appropriate stamp (Block, JOM, Indian Ed., Bilingual, etc.)

8. Be sure to type or stamp the format in the upper left hand corner of all the cards in the set.

9. Give the cards and the shelf list to the secretary.

## PROCESSING A BOOK

Processing Kit consists of:

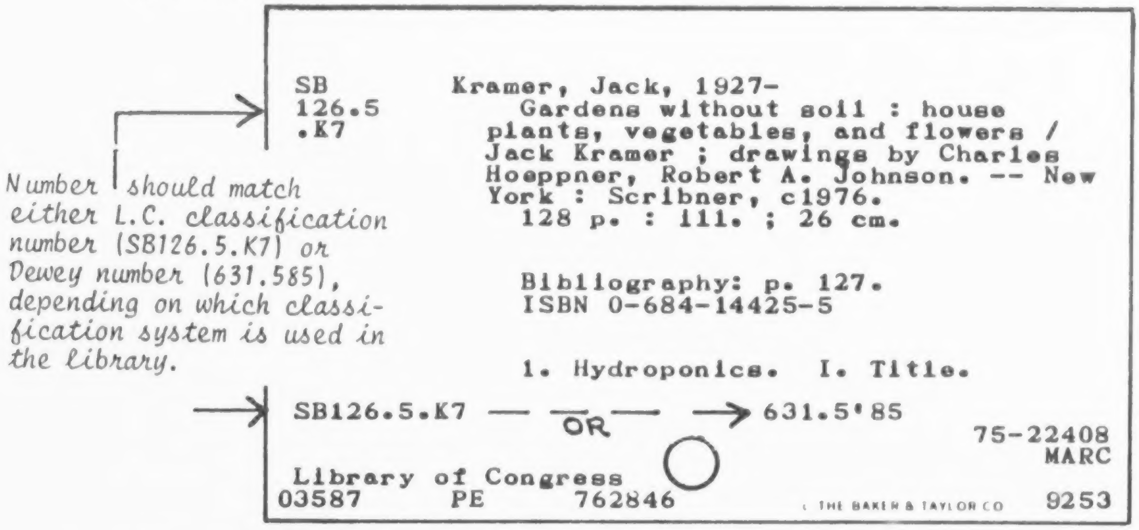
1. Set of catalog cards
2. Book card
3. Book pocket
4. Labels
    a. Small one for spine or back of book
    b. Long ones (2); one each for book pocket and book card.

1. Check catalog card for accuracy.

If computer or photographically produced, checking one card is sufficient. If hand typed -- check all cards.

Is classification number printed on the bottom of the card the same as that printed in the left margin? (Occasionally numbers are transposed).

Spelling correct?



SB
126.5
.K7

Kramer, Jack, 1927-
Gardens without soil : house plants, vegetables, and flowers / Jack Kramer ; drawings by Charles Hoeppner, Robert A. Johnson. -- New York : Scribner, c1976.
128 p. : ill. ; 26 cm.

Bibliography: p. 127.
ISBN 0-684-14425-5

1. Hydroponics. I. Title.

SB126.5.K7 — OR — 631.5'85

75-22408
MARC

Library of Congress
03587 PE 762846

© THE BAKER & TAYLOR CO 9253

*Number should match either L.C. classification number (SB126.5.K7) or Dewey number (631.585), depending on which classification system is used in the library.*

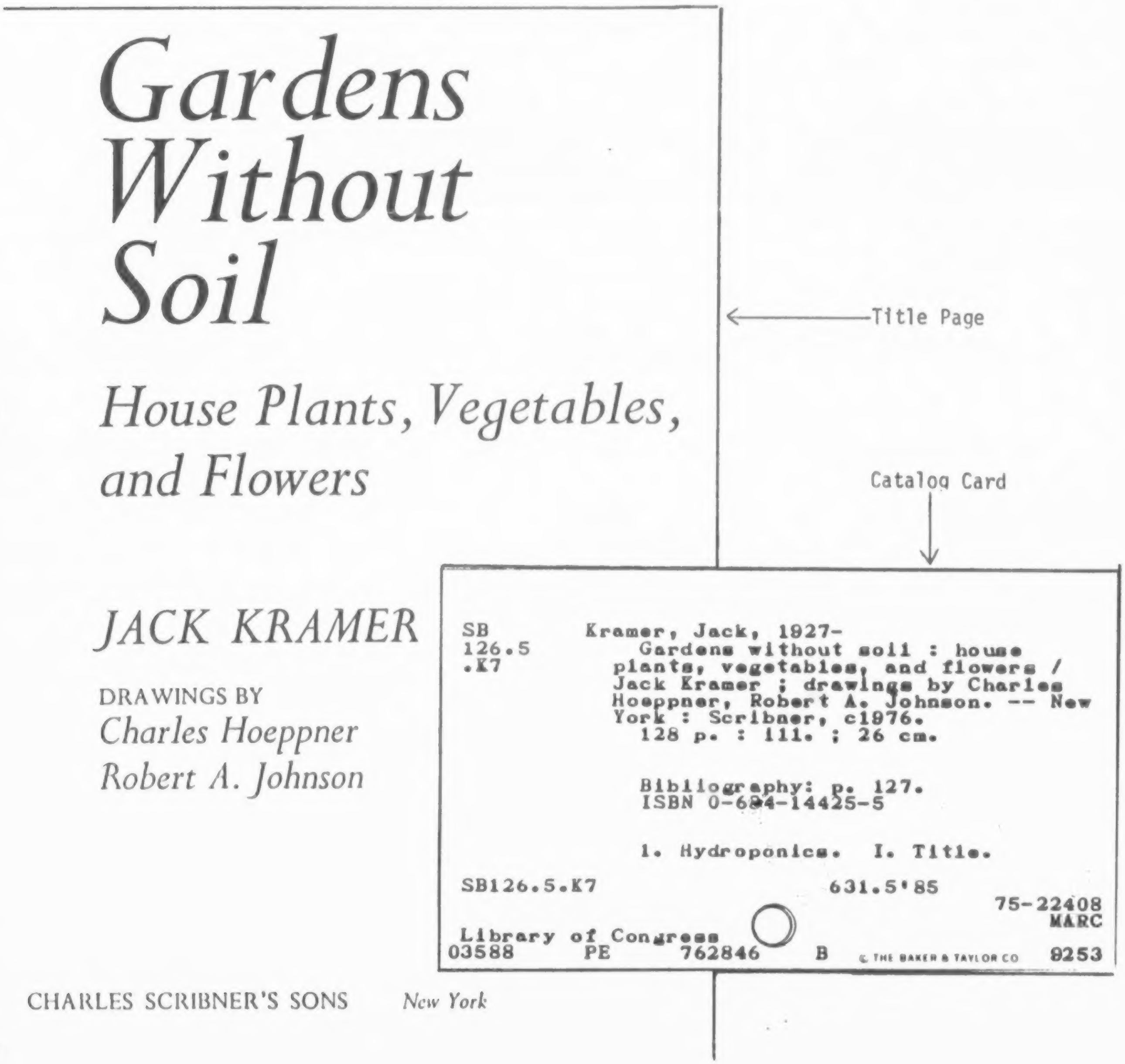
2. Cards correct?→ put sets of cards with the books to which they belong

Cards incorrect?→ correct or re-order.

3. Compare for accuracy the catalog cards with the information on the title page.

Author correct?
Title correct, word for word?
Publisher correct?
Copyright date correct? (often on reverse side of title page)

If errors → correct or re-order.



# *Gardens Without Soil*

## *House Plants, Vegetables, and Flowers*

*JACK KRAMER*

DRAWINGS BY
*Charles Hoeppner*
*Robert A. Johnson*

CHARLES SCRIBNER'S SONS *New York*

← Title Page

Catalog Card ↓

SB
126.5
.K7

Kramer, Jack, 1927-
Gardens without soil : house plants, vegetables, and flowers / Jack Kramer ; drawings by Charles Hoeppner, Robert A. Johnson. -- New York : Scribner, c1976.
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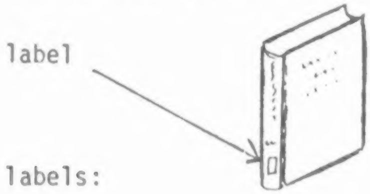
SB126.5.K7 631.5'85
75-22408
MARC

Library of Congress
03588 PE 762846 B © THE BAKER & TAYLOR CO 9253

4. Labels

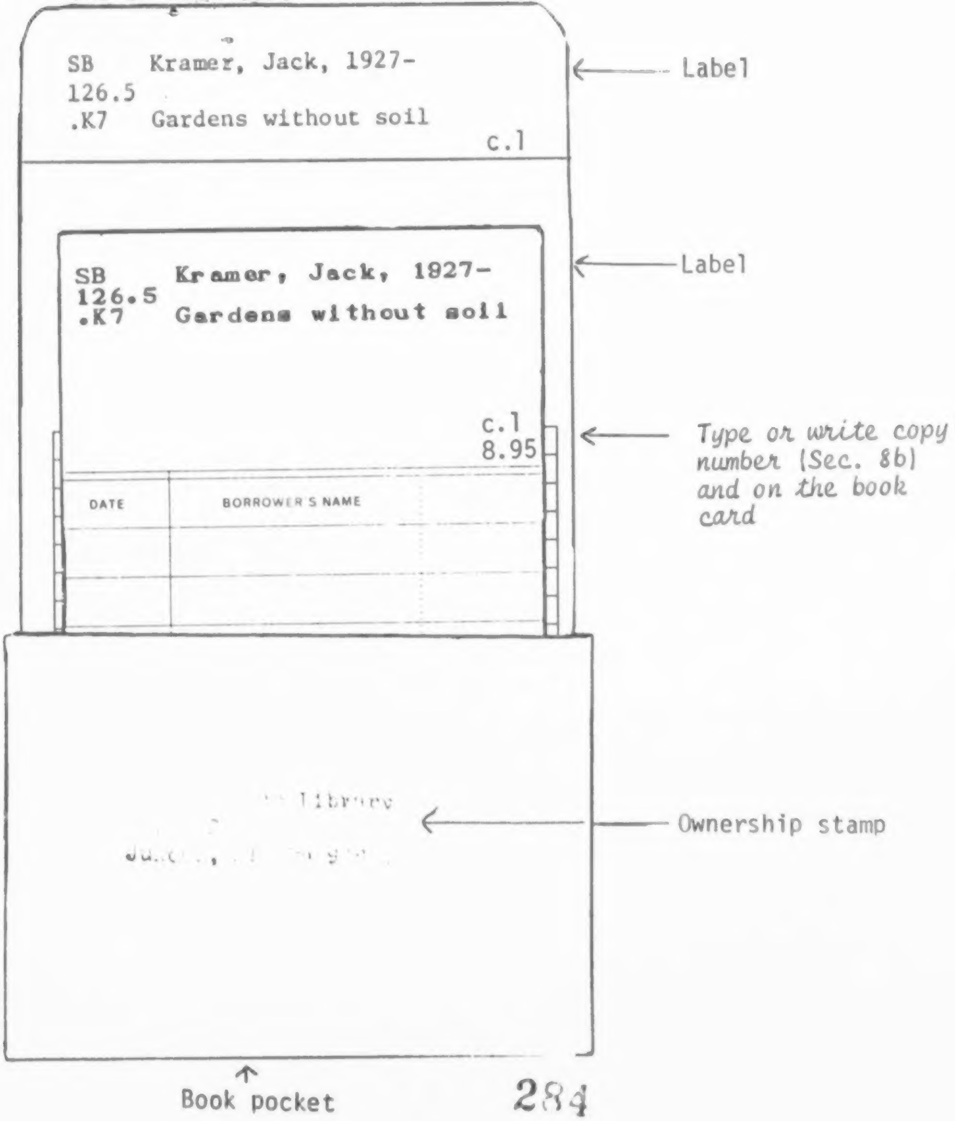
A. Apply small label to lower part of book spine (back of book).

Try to place label so that neither title nor author are covered by the label.

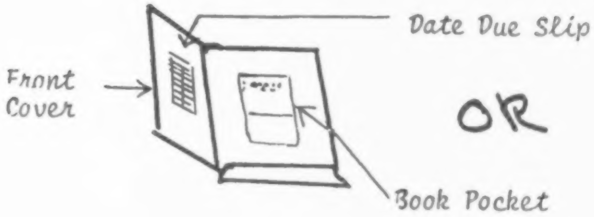


B. Apply long labels:

One on book pocket
One on book card



5. Glue pocket on the front



Most borrowers will hand books to be checked out with the title facing upwards so that it can be read on the front of the book. Pasting the book pocket on the front flyleaf requires the least handling of the book and is the fastest to check out.

6. Glue date due slip opposite book pocket.

7. Stamp with ownership information

The library should have a rubber stamp giving the name of the library and its address. If the library does not have a rubber stamp, most office supply firms can provide them.

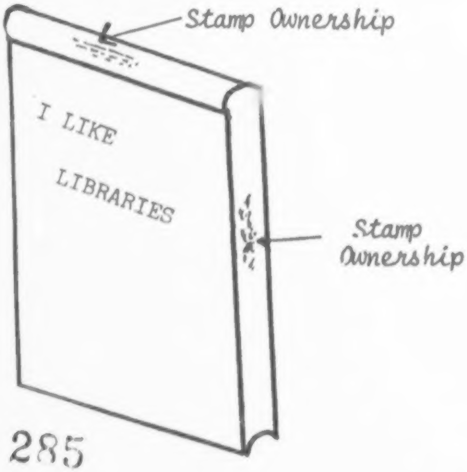
Stamp ownership on:

a. Book pocket

b. Title page

c. Top page edges of book (either keep book closed when stemping - or open only front cover. Keep pages pressed together.

d. Long edge of book pages.



8. On shelf list card:

   a. List acquisition information

      (1) Source of book, e.g. book store, book jobber, gift

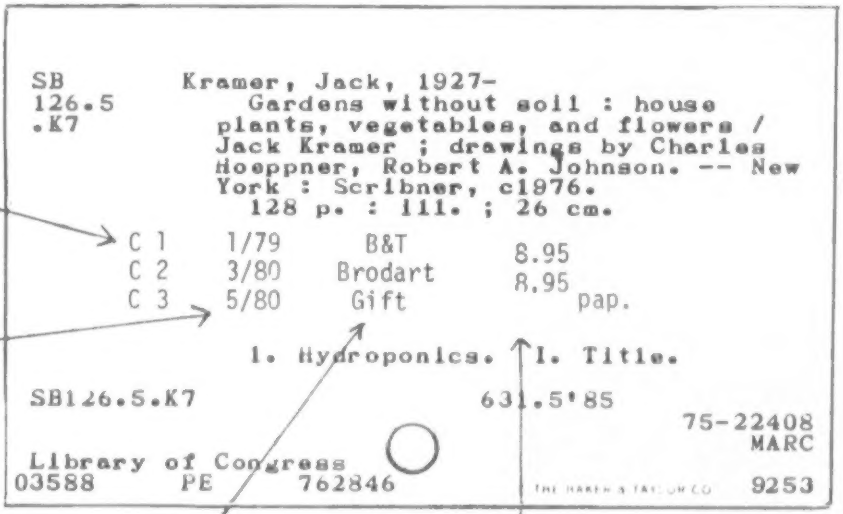
      (2) Date added to the library collection

      (3) Price

   b. Identify each particular title by a copy number.

      The first copy of any particular title will be C. 1. The second copy of that same title will be C. 2. etc.

      The card, pocket and title page of the book should be labeled with the same copy number.



SB
126.5
.K7

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128 p. : ill. ; 26 cm.

| | | | |
|---|---|---|---|
| C 1 | 1/79 | B&T | 8.95 |
| C 2 | 3/80 | Brodart | 8.95 |
| C 3 | 5/80 | Gift | pap. |

1. Hydroponics. I. Title.

SB126.5.K7
631.5'85
75-22408
MARC

Library of Congress
03588 PE 762846
THE BAKER & TAYLOR CO 9253

Copy Numbers

Date added to Collection

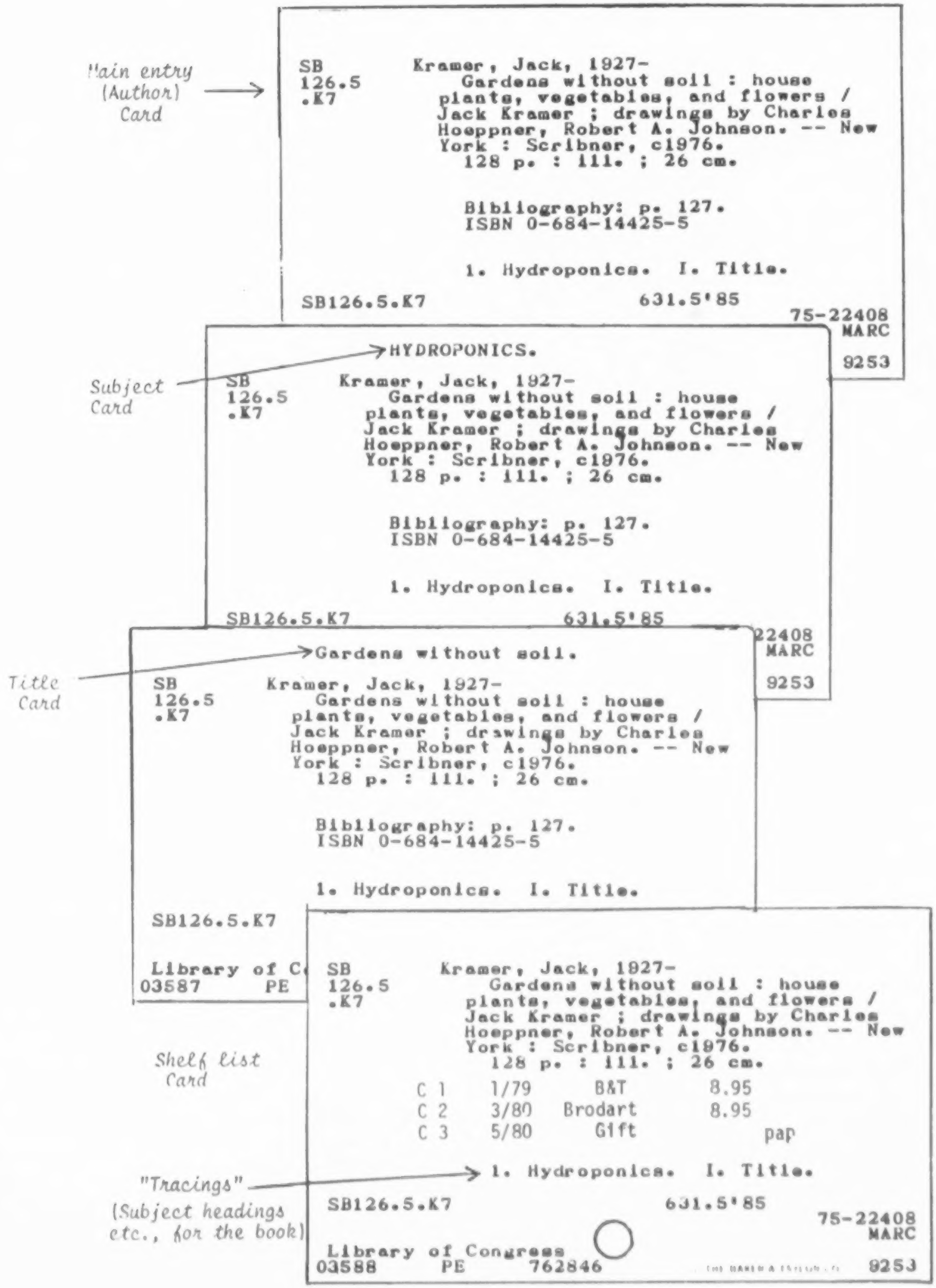
Source of Book (Book Jobber)

Price (If known)

9. Remove cards from books.

   Place card set in a "To be filed" file.

   Shelve book.



Main entry
(Author)
Card

SB
126.5
.K7

Kramer, Jack, 1927-
Gardens without soil : house plants, vegetables, and flowers / Jack Kramer ; drawings by Charles Hoeppner, Robert A. Johnson. -- New York : Scribner, c1976.
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SB126.5.K7 631.5'85
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MARC

9253

Subject
Card

HYDROPONICS.

SB
126.5
.K7

Kramer, Jack, 1927-
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9253

Title
Card

Gardens without soil.

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SB126.5.K7

Library of C
03587 PE

Shelf list
Card

SB
126.5
.K7

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128 p. : ill. ; 26 cm.

| | | | |
|---|---|---|---|
| C 1 | 1/79 | B&T | 8.95 |
| C 2 | 3/80 | Brodart | 8.95 |
| C 3 | 5/80 | Gift | pap |

"Tracings"
(Subject headings etc., for the book)

1. Hydroponics. I. Title.

SB126.5.K7 631.5'85
75-22408
MARC

Library of Congress
03588 PE 762846 9253

## PROCESSING PROCEDURES

Alaska Books:

Books to be processed that are appropriate for the Alaska Collection will need the following to be done:

1. Type "Alaskana" on the top left corner of all of the cards to be filed in the catalog and shelf list. The shelf list card will be filed in the Alaskana section of the shelf list file.
2. Type up a label saying "Alaska Collection" and put it on the spine of the book.
3. Type "Alaskana" on the book card.
4. Shelve book in the Alaska Collection.
5. Record statistics on "Added" sheet.

Vertical File materials:

1. Stamp the materials with the name of the library and the date.
2. Type up a subject card for the card catalog. There is a sample near the typewriter.
3. File materials alphabetically by subject in the vertical file (pamphlet file).

PUZZLES:

1. Attach the pocket, date due slip, and book card on the inside of the box lid. When attached to the outside of the box, they are continually being torn off accidentally and on purpose by people wishing to see what the whole puzzle looks like.
2. Record the number of new puzzles on the "Added" statistics sheet.

REFERENCE MATERIALS:

1. Place the red and white sticker with the word "Reference" on the spine of the book.
2. Type the word "Reference" in the upper left-hand corner of all cards.
3. Do NOT put a book card or pocket in reference books.
4. Record statistics on "Added" sheet.

FROM: Katz, William A. Introduction to reference work. Vol. II, 2nd ed., McGraw Hill Book Co., 1974.

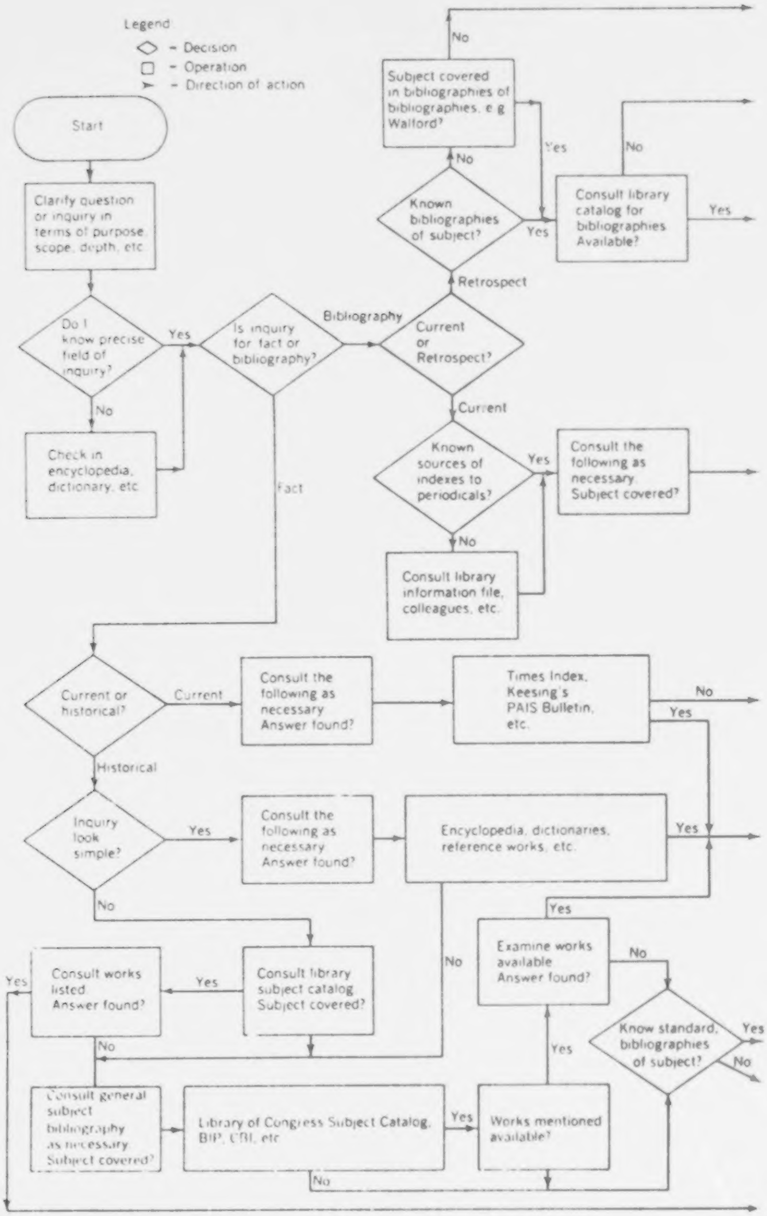
Legend:
◇ = Decision
☐ = Operation
➤ = Direction of action
Start
Clarify question or inquiry in terms of purpose, scope, depth, etc
Do I know precise field of inquiry?
Yes
No
Check in encyclopedia, dictionary, etc
Is inquiry for fact or bibliography?
Bibliography
Fact
Current or Retrospect?
Retrospect
Current
Known bibliographies of subject?
Yes
No
Subject covered in bibliographies of bibliographies, e.g. Walford?
No
Yes
Consult library catalog for bibliographies Available?
No
Yes
Known sources of indexes to periodicals?
Yes
No
Consult the following as necessary. Subject covered?
Consult library information file, colleagues, etc.
Current or historical?
Current
Historical
Consult the following as necessary Answer found?
Times Index, Keesing's PAIS Bulletin, etc.
No
Yes
Inquiry look simple?
Yes
No
Consult the following as necessary Answer found?
Encyclopedia, dictionaries, reference works, etc.
Yes
No
Consult works listed Answer found?
Yes
No
Consult library subject catalog Subject covered?
Yes
Examine works available Answer found?
Yes
No
Know standard bibliographies of subject?
Yes
No
Consult general subject bibliography as necessary Subject covered?
Library of Congress Subject Catalog, BIP, CBI, etc
Yes
No
Works mentioned available?
Yes

FIGURE 4 *Basic reference search.*

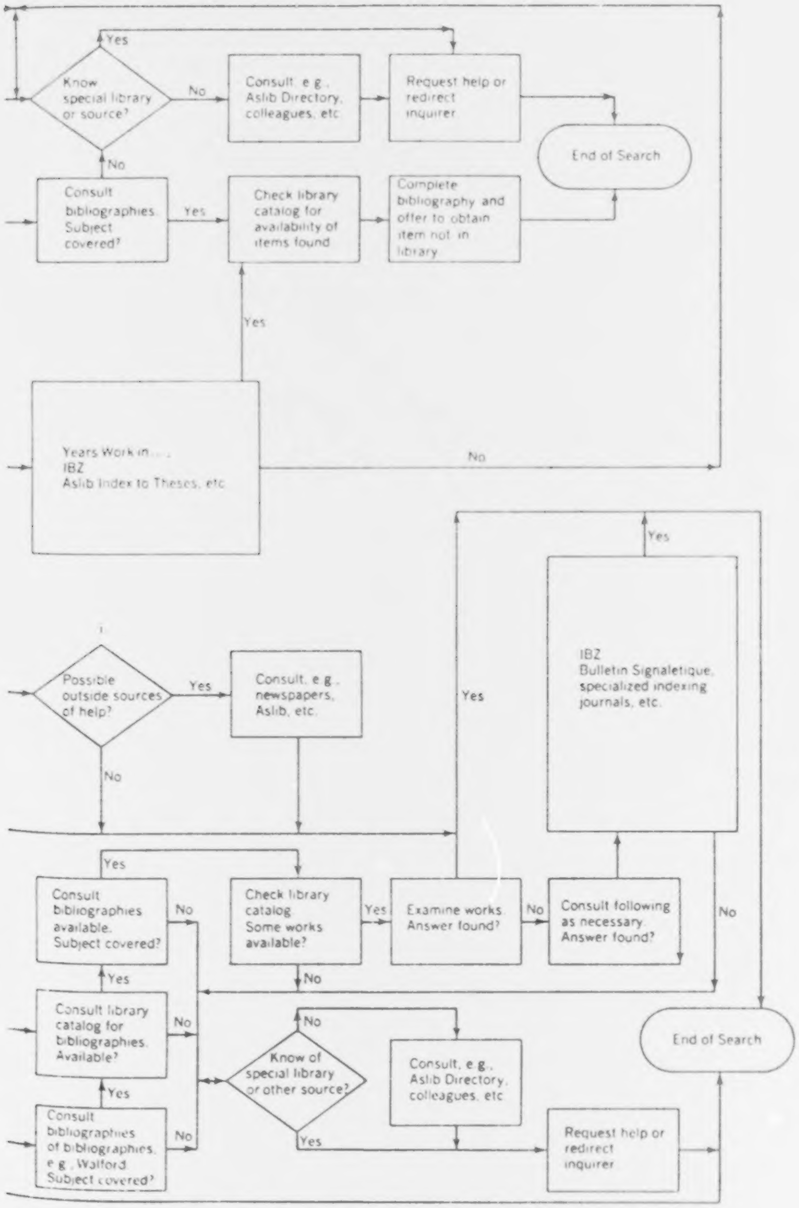
Yes
Know special library or source?
No
Consult, e.g., Aslib Directory, colleagues, etc
Request help or redirect inquirer
End of Search
No
Consult bibliographies. Subject covered?
Yes
Check library catalog for availability of items found
Complete bibliography and offer to obtain item not in library
Yes
Years Work in....,
IBZ
Aslib Index to Theses, etc
No
Yes
IBZ
Bulletin Signaletique, specialized indexing journals, etc.
Possible outside sources of help?
Yes
Consult, e.g., newspapers, Aslib, etc.
No
Yes
Yes
Consult bibliographies available. Subject covered?
No
Check library catalog Some works available?
Yes
Examine works. Answer found?
No
Consult following as necessary. Answer found?
No
No
Yes
Consult library catalog for bibliographies. Available?
No
No
Know of special library or other source?
Consult, e.g., Aslib Directory, colleagues, etc
End of Search
Yes
Consult bibliographies of bibliographies, e.g., Walford Subject covered?
No
Yes
Request help or redirect inquirer

FIGURE 4 *Basic reference search. (continued)*

Homer Public Library
41 W. PIONEER AVENUE
HOMER ALASKA 99603

## WEEKLY STATISTICS

1. Switch on computer (right hand side towards the back of the machine).

2 When c> appears, type **mp then return/enter.**

3 Next insert the floppy disk labeled **circulation statistics** in drive A and close the door.

4 When the blank worksheet screen appears, press **shift and** F10 keys at the same time (shift should be depressed first)

5 **DOCUMENT TO BE RETRIEVED?** will appear at the bottom of the screen. Type A:**july.sta** (or A:aug.sta etc.) then strike return/enter

6 The current worksheet will appear on your screen. Move the cursor across the screen or up and down with the arrow keys located on the number keys on the right side of the keyboard. Enter the day's figures in the proper columns. Totals columns may be left blank. The program will automatically calculate totals when you press the **F9** key. This may be done at the end of each line or at the end of the days entries (before saving)

7 **VERY IMPORTANT TO SAVE THE WORK YOU HAVE JUST DONE!!!**
Press the **F7** key to exit the program. At the bottom of the screen it asks you SAVE WORKSHEET Y/N Y Press enter/return to save your work. If N appears at the cursor, type Y instead.
When MP> appears you may remove the disk from A drive and turn off the machine.

**NOTE:** After the 14th of the month, it will be necessary to split the screen in order to see the column headings as you go across the worksheet. To do this, position cursor one line below the column headings, press **alt** and **F8** at the same time (depressing alt key first). The WINDOWS MENU will appear across the bottom of the screen. Type **1** for split horizontally, now type **alt** and **F8** again, this time select **5** for sync from the menu.
To erase the split screen press **alt** and **F8** then choose 4 for close.

# Appendix
# to
# Chapter I

# Establishing A Library

# ORDINANCE #__________

AN ORDINANCE OF THE CITY OF ____________, ALASKA ESTABLISHING A LIBRARY DEPARTMENT AND PROVISIONS FOR ITS ADMINISTRATION AND MANAGEMENT.

BE IT ORDAINED AND ENACTED BY THE CITY OF ________________, ALASKA as follows:

## CHAPTER 1. LIBRARY DEPARTMENT.

### SECTION 1. ESTABLISHED.

There shall be a library in and for the City of ____________ to be known as the __________ Community Library.

## CHAPTER 2. MANAGEMENT.

### SECTION 2.1 CITY COUNCIL.

The City Council of the City of ____________ shall have overall authority and responsibility for the City Library.

### SECTION 2.2 LIBRARY BOARD.

1. There is hereby created a Library Board whose duties shall consist of the day to day management of the library.

2. The Library Board shall consist of five (5) members, four to be appointed by the Mayor, subject to Council confirmation, and one member to be appointed by the School Board for the city. Said members shall receive no compensation for their services performed as members of the board. The board shall elect a chairman from its members to serve for a period of one year.

3. The terms of one (1) to two (2) board seats shall expire annually, so that members shall serve for overlapping three year terms.

4. The Board shall meet as often as required but in no event less than four (4) times annually. Meetings are at the call of the chairman or two (2) members of the Library Board.

5. In the event of a vacancy on the Library Board, depending on the vacancy, the Mayor or the School Board shall appoint a person to fill the vacancy.

6. If any Library Board member is absent for three (3) consecutive meetings the seat of that member shall be declared vacant, unless such absences are considered excused by the remaining members of the Board.

## SECTION 2.3 LIBRARY BOARD DUTIES.

1. Establish operational policies for the library program, and submit same to the City Council for approval. All policies of the program established by the Library Board are effective until review by the Council and remain effective unless specifically disapproved by the Council.

2. Assist the Librarian in the preparation and presentation of the annual budget request to the City Council.

3. Assist the Librarian in the preparation and submission of grant applications for the development of the library program.

4. Make recommendations through the City Manager to the Mayor and the City Council concerning the Library Department and its programs.

5. Prepare a written report of the library program to the City Council at least four (4) times annually.

In addition the Board may:

6. Solicit donations of money and/or property for the benefit of the library. Any monetary donations shall be deposited to the City Treasury in a reserve account dedicated for public library use. If property, it shall be accepted by deed or other conveyance subject to approval by the City Council. Such property shall be disposed of for public library purposes as the Council may direct.

## SECTION 2.4 LIBRARIAN - DUTIES.

The librarian of the City Library shall be responsible for and shall have control of the Library Department. The Librarian will be responsible for the supervision of the City Library during open hours, establishing, with the assistance of the Library Board, the library policies, preparing the annual budget for the library, preparing and making application for grants to assist the library program, and organizing special library activities.

## CHAPTER 3. USE OF LIBRARY.

All persons shall be extended the privilege of using the library subject to observing the rules established for the use of the library.

## SECTION 3.1. FAILURE TO RETURN LIBRARY PROPERTY.

1. No person shall willfully detain or fail to return any library material for more than thirty (30) days after notification has been sent by mail to the last known or registered place of residence.

2. Any person after sufficient notice and after sixty (60) days is in violation of Section 3.1. paragraph 1. of this ordinance shall be subject to the suspension of Library privileges.

3. Any person in violation of Section 3.1. paragraph 1. of this ordinance, and after sixty (60) days and sufficient notice of delinquency of Library material, shall be billed for the full cost of the library material through the City Clerk. In the event that payment is not received by the City Clerk within forty-five (45) days following the first billing, the City of ________________ shall take steps as necessary to collect said bill.

## CHAPTER 4. DAMAGE TO PROPERTY AND DENIAL OF LIBRARY PRIVILEGES.

### SECTION 4.1. DAMAGE TO PROPERTY.

1. No person shall willfully or intentionally damage property belonging to the City of ________________.

2. Said violation shall be punishable under the statutes of the State of Alaska.

### SECTION 4.2. DENIAL OF LIBRARY PRIVILEGES.

The Librarian or person in authority may prohibit any person from using the Library of the City of ________________ who willfully or persistently violates any rule or whose physical condition is deemed dangerous or offensive to other persons. No person shall fail to leave the library if so ordered.

## CHAPTER 5. VIOLATION.

### SECTION 5.1. PENALTY.

Violation of this ordinance shall constitute a misdemeanor and is punishable by a fine not to exceed one hundred (100.00) dollars.

| | |
|---|---|
| Introduced by | Effective date |
| ________________________________ | ________________________________ |
| Introduction date | CITY OF ________________, ALASKA<br>Adopting authority |
| ________________________________ | ________________________________ |
| Hearing and adoption date | City Clerk |
| ________________________________ | ________________________________ |
| Mayor | |
| ________________________________ | |

# POLICIES

# PETERSBURG PUBLIC LIBRARY

Passed by the Petersburg Public Library Board

April 15, 1980

Reprinted by permission of Petersburg Public Library, Ms. Joyce Jenkins, Librarian.

## CONTENTS

I. GENERAL LIBRARY GOALS

II. WHO MAY USE THE LIBRARY

III. SERVICES OF THE LIBRARY

IV. LIBRARY MATERIALS

V. COOPERATION WITH OTHER LIBRARIES

VI. PHYSICAL FACILITIES

VII. GIFTS

VIII. PUBLIC RELATIONS

## I. GENERAL LIBRARY GOALS

The general goals of the Petersburg Public Library shall be:

A. To assemble, preserve and administer, in organized collections, books and related educational and recreational material, in order to promote, through guidance and stimulation in the communication of ideas, an enlightened citizenship and enriched personal lives.

B. To serve the community as a center of reliable information.

C. To provide a place where inquiring minds may encounter the original, sometimes unorthodox and critical ideas so necessary as correctives and stimulants in a society that depends for its survival on free competition in ideas.

D. To support educational, civic, and cultural activities of groups and organizations.

E. To provide opportunity and encouragement for children, young people, men and women to educate themselves continuously.

F. To seek continually to identify community needs, to provide programs of service to meet such needs, and to cooperate with other organizations, agencies, and institutions which can provide programs or services to meet community needs.

G. To provide opportunity for recreation through the use of literature, music, films, and other art forms.

## *II. WHO MAY USE THE LIBRARY

A. Within the library, the use of the collections of the Petersburg Public Library is free to all comers.

Borrowing privileges are free to all residents of the City of Petersburg, Mitkof Island, or the City of Kupreanof and environs. Registration as a borrower requires presentation of ID and evidence of local residence. Visitor registration may be available to those persons planning to stay in the area less than three months. Service will not be denied or abridged because of religious, racial, social, economic, or political status.

B. The use of the library or its services may be denied for due cause. Such cause may be failure to return books or other library materials, or to pay penalties, destruction of library property, disturbance of other patrons, or any other objectionable conduct on library premises.

*Section II Revised November 1985

## III. SERVICES OF THE LIBRARY

A. The library will select from the mass of available materials, and organize for easy access, those books and materials which best meet the needs of the community.

B. The library staff will provide guidance and assistance for people to obtain the information they seek as recorded in print and audio-visual resources.

C. The library will provide information and materials to help people to:

1. equip themselves for efficient activities in useful occupations and practical affairs, including vocational information, parent and home education, child care, nutrition, physical health, emotional stability and growth, budgeting and consumer information and specialized business, industrial and agricultural information.

2. increase their competence to form sound judgements on public problems and to encourage them to express their opinions and act according to their judgment.

3. increase their understanding and appreciation of literature, the arts, sciences and the political and natural world.

4. promote personal and social well-being and develop creative and spiritual capacities.

D. The library will initiate programs, exhibits, book lists, etc., to stimulate the use of library materials for the enlightenment of people of all ages.

E. The library will cooperate with other community agencies and organizations to:

1. determine and meet the educational needs of the community.

2. help them with their programs through such services as program planners' clinics, discussion leadership training, special bibliographies, materials and exhibits.

F. The library accepts a responsibility for securing information beyond its own resources by:

1. collecting information about, and listing for referral, resources of agencies, institutions, organizations, and individuals in and beyond the community.

2. borrowing through interlibrary loan for patrons materials which are not owned by the library and which cannot be purchased or materials for which demand does not justify purchase.

G. The library will lend to other libraries materials which are requested for patrons and which are not available in the borrowing library. Patrons of this library have a priority in the use of materials.

H. The library will endeavor to maintain a balance in its services to men, women, young people, and children. The public library will cooperate with, but cannot perform the function of, school or other institutional libraries which are designed to meet curricular needs.

I. Library services will be provided during the hours which best meet the needs of the community and through service outlets located at points of maximum convenience to the public.

J. Periodic review will be made of library service to determine whether the needs of the community indicate that present services should be discontinued or other services added.

## IV. LIBRARY MATERIALS

A. The Petersburg Public Library Board recognizes that within the Petersburg area there are groups and individuals with widely separate and diverse interests, backgrounds, cultural heritages, social values, and needs. The Board further recognizes that the library was created to serve all of the people within the area.

### B. FORM OF MATERIAL

The library will provide any materials which help to meet its goals and objectives. Materials may include: books, periodicals, pamphlets, newspapers, pictures, slides, films, music scores, maps, recordings, and microfilm.

### C. RESPONSIBILITY

Authority for the determination of a policy in the selection and acquisition of library materials is vested in the Petersburg Public Library Board. Authority for selection of materials within policy guidelines rests with the City Librarian. Any library material so selected shall be held to be selected by the Board.

### D. CRITERIA FOR COLLECTION

Guidelines for selection of material include:

1. Educational, informational and recreational value
2. Representation of varying points of view
3. Authority, effectiveness, and timeliness of presentation
4. Availability of material elsewhere
5. Funds and space
6. Physical quality

The quality of any book or other item will be judged on the whole content; isolated passages in and of themselves will not be used as criteria, but will be weighed against the function they serve in fulfilling the author's purpose and artistic endeavors.

Items are selected without regard to the personal history of the author.

Books on human physical development and sex for children are carefully selected as to scientific accuracy and simplicity and dignity of presentation.

In view of the fact that students already have access to library service especially developed to meet their needs, the service provided for them by the public library is regarded as supplementary.

The actual selection of most materials is made on the basis of book reviews and other reviewing media, such as Library Journal, Booklist, and Hornbook. Standard lists of collections recommended for libraries will also be used. These include most notably H.W. Wilson Company's Public

Library Catalog, Fiction Catalog, and Children's Catalog. Suggestions from the public for book purchases will be given consideration.

### E. ALASKA BOOKS

A collection of books about Alaska and its environment will be maintained as comprehensively as possible within the bounds of the budget and the interest needs of the community.

### F. GIFTS

Gifts will be accepted with the understanding that if they do not enhance the collection they will be disposed of in a judicious manner. The same criteria applied to purchased materials will apply to gifts.

### G. WEEDING

Materials which are no longer useful in the light of stated objectives will be systematically weeded from the collection and withdrawn from the library in accordance with accepted professional library practices.

### H. HOME USE OF MATERIALS

All materials except those which are in special demand and cannot be duplicated, including rare and fragile items, will be lent for home use under library regulations and procedures.

The 16mm projector will be loaned only to adults who have had a good library record for six months or more and who have been trained in its use.

### I. INTELLECTUAL FREEDOM

The library does not promulgate particular beliefs or views, nor is the selection of any book or other item equivalent to endorsement of the viewpoint of the author expressed therein. The library attempts to provide different approaches to public issues of a controversial nature.

The Petersburg Public Library Board subscribes to the Library Bill of Rights of the American Library Association. A copy is attached to these policies.

A patron questioning material in the library is free to question the City Librarian concerning such materials. A patron still questioning material in the library collection is then requested to state his opinion in writing on a form which will be provided by the library. After the form is filled out and returned to the City Librarian, the statement and the material in question will be brought before the Library Board at its next regular meeting for consideration. A reply will be made to the patron in writing by the Board as soon as practical. Material under question will remain in the active collection until a final decision by the Library Board.

To provide a resource where the free individual can examine many points of view and make his own decisions is one of the essential purposes of the library.

Responsibility for the reading of children rests with their parents and legal guardians. Selection will not be inhibited by the possibility that books may inadvertantly come into possession of children.

Any library that buys only books acceptable to everyone will have very few books. Each reader is privileged to select for himself among the books in the library and no one is obligated to read what he does not like.

## V. COOPERATION WITH OTHER LIBRARIES

A. The Library Board recognizes that no single library can meet all demands in its community. Libraries in different political subdivisions working together, sharing their services, and resources, can more nearly meet the full needs of the users.

B. The Library Board members and the librarian will be alert to opportunities for cooperation with other libraries, to strengthen the services and resources of the library.

## VI. PHYSICAL FACILITIES

A. To achieve the goal of good library service, the Library Board accepts the responsibility to see that public library building facilities are provided which will adequately meet the physical requirements of modern, aggressive library service. Such facilities will offer to the community a compelling invitation to enter, read, look, listen, and learn. Each building or bookmobile will fit an expanding program of library service.

B. The Library Board will acquire sites and/or new buildings only after a service program has been adopted and the librarian or a consulting librarian has written an outline of the community's library building needs.

C. The Library Board accepts the responsibility to secure the funds for needed facilities.

D. The librarian, the architect, and the library board as a planning team, with the assistance of consultants, will endeavor to plan facilities to meet recognized standards and the needs of the community.

E. Meeting room(s) in the library may be reserved for use by educational, civic, cultural, and governmental groups when no admission charge is made. Exceptions may be made for meetings sponsored by the library or an approved non-profit educational group or institution for short term classes, institutes, discussion groups, and forums, involving small fees. The rooms may not be reserved by commercial or denominational groups. However, committees or associations affiliated with more than one church for business transactions when no religious services are involved will be allowed meeting room space. Labor organization meetings will be interpreted as commercial meetings. Employee groups of commercial firms will be interpreted as education groups, provided management is not using the meeting as a sales or promotion type meeting. Profit making organizations sponsoring an education program of a nonprofit nature will be permitted to use the meeting room/s provided the meetings are open and are free to the general public.

In fairness to the numerous groups in the community, the library will not accept reservations for a series of meetings which would designate the library as the regular meeting place for any organization.

The library normally will not provide personnel to assist in handling of exhibits and other materials needed by groups using the meeting room(s).

## VII. GIFTS

Within the provisions of the state laws, the Library Board adopts the following policies:

A. Books and other materials will be accepted on the condition that the librarian has the authority to make whatever disposition he or she deems advisable. See policy on library materials.

B. Gifts of money, real property, and/or stock will be accepted if conditions attached thereto are acceptable to the Library Board and the City Council.

C. The library will not accept for deposit materials which are not outright gifts.

## VIII. PUBLIC RELATIONS

A. Some of the primary public relations goals of the library are:

1. Understanding the library's objectives and services by governing officials, by civic leaders, and by the general public.

2. Active participation in the varied services offered by the library to people of all ages.

B. The Board recognizes that public relations involves every person who has any connection with the library. The Board urges its own members and every staff member to realize that he or she represents the library in every public contact. Good service supports good public relations.

C. The librarian and professional staff will be expected to make talks and to participate in community activities. A reasonable amount of library time will be allowed staff members for preparation and speaking. Materials to be used by press, radio, or television will be approved by the city librarian.

# Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

PETERSBURG PUBLIC LIBRARY

## REQUEST FOR WITHDRAWAL OF A BOOK

Author:

Title:

Publisher:

Date of Publication:

Your name: Telephone:

Address:

You represent: yourself____ organization____ group____

PLEASE ANSWER:

1. To what in the book do you object? (Please be specific; cite pages).

2. What did you feel might be the result of reading the book?

3. Did you read the entire book?

4. Is there anything good about it?

5. Are you aware of the judgment of the book by scholars and literary critics?

6. What is the theme of the book and the intention of the author?

7. Have you read the policies on library materials of the Petersburg Public Library?

8. How would you answer people who feel that the book is important and should be in the library?

Signature______________________________

Date___________________

# EXAMPLES OF
# SPECIAL POLICIES
# from
# Other Libraries

## XEROX MACHINE POLICY

1. All staff members should read and be familiar with the manual for the Key Operator kept at the circulation desk.

2. The Xerox is in the library for patron use and is also used by library staff for library business, by other branches of Recreation Services, and by the other agencies in the building (ACS, Red Cross and DARE Center).

3. The Xerox is coin-operated and will take quarters, dimes, and nickels. Charge per copy is 10¢.

4. If a patron is making multiple copies, a staff member can use the key and collect the money to save the effort of dropping dimes into the machine.

5. Copies made by the Library and others who may use the machine free of charge (see #2) are recorded on a log kept in the paper storage area of the machine.

6. There is change kept in the circulation card drawer of the desk (under the slots) to be used for the Xerox machine only. There is only $2.00 worth of change there so do not give it to anyone who request change--only to Xerox users.

7. If a patron comes to the desk with a Reference book, it can not be checked out. A staff member can Xerox up to ten pages free for the patron (if he requests) primarily to save our reference collection from mutilation.

8. If a patron receives a bad copy, a staff remember should make it up by using the key and making him another copy. All bad copies must be recorded in the Xerox log.

9. If a patron is making 50 copies or more, the cost per copy is reduced to 5¢ per copy. Record the number of copies made at the reduced rate on the Xerox log kept in the paper storage area of the machine.

# INSPECTION OF VIDEO CASSETTES

1. VIDEO CASSETTES WILL BE CHECKED-IN BY THE LIBRARY ASSISTANT.

2. PLACE VIDEO CASSETTES ON THE INSPECTION CART.

3. THE MEDIA PAGE VISUALLY INSPECTS EACH VIDEO CASSETTE FOR THE FOLLOWING:

   A. DOES THE TITLE ON THE CASSETTE MATCH THE TITLE ON THE BOX?

   B. CAN THE TITLE OF THE CASSETTE BE READ THROUGH THE BOX OR ARE LABELS COVERING THIS VIEW SPACE? REINSERT THE CASSETTE TO CORRECT THIS.

   C. DOES THE VIDEO TAPE APPEAR TO BE WOUND PROPERLY AROUND THE SPOOLS OF THE CASSETTE?

   D. OPEN THE PROTECTIVE FLAP AND SEE IF THE VIDEO TAPE IS TORN, WRINKLED OR DAMAGED IN ANY WAY. SPLICE THE TAPE IF DAMAGE IS SLIGHT.

   E. IS THE VIDEO TAPE REWOUND?

   F. IS THE CASSETTE BOX CHIPPED OR CRACKED? REPLACE THE BOX TO CORRECT THIS. NOTIFY THE LIBRARY ASSISTANT IF THE PATRON IS SUSPECTED OF DAMAGING THE BOX.

4. THE MEDIA PAGE WILL NOTIFY THE LIBRARY ASSISTANT IF THE VIDEO CASSETTE IS DAMAGED IN ANY WAY.

5. THE LIBRARY ASSISTANT WILL NOTIFY THE MEDIA LIBRARIAN IF THE DAMAGE WARRANTS A CHARGE TO THE PATRON.

6. THE MEDIA PAGE WILL RESHELVE THE VIDEO CASSETTES WHEN INSPECTION IS COMPLETE.

## ANNUAL MICROCOMPUTER USER AGREEMENT 1986

(This form must be completed by the user and be on file in the Library before the equipment is used.)

City of Scottsdale
**Scottsdale Public Library**
[illegible] Civic Center Plaza Scottsdale AZ [illegible]

I agree to follow the procedures and to adhere to the policies listed below when using the Scottsdale Public Library's public access microcomputers, peripheral equipment, and software.

_____ 1. To use the equipment on a first-come first-served basis for a period of time not to exceed one and a half hours on each computer on any day unless the Librarian-in-charge authorizes more time.

_____ 2. To have no more than two persons at a time at a computer station.

_____ 3. To promptly leave the computer at the end of my time limit and to check in at the Information Desk at the end of my time to allow the next person his turn.

_____ 4. To use my personal software, except that which requires paddles or joy sticks, in the library as long as the program is not noisy or disruptive.

_____ 5. To leave valid identification (e.g., driver's license, library card, student I.D. card, bank card, etc.) at the Information Desk when checking out disks and manuals.

_____ 6. To return all materials to the Information Desk when I have completed my use of the computer.

_____ 7. To accept all responsibilities for damage due to misuse or abuse of the computer, peripheral equipment, software, or manuals that may occur while I am using the equipment.

_____ 8. Not to connect, disconnect, rearrange or in any way move terminals or peripheral equipment.

_____ 9. Not to violate the copyright law by copying any program, in whole or in part, without the written permission of the producer of the program.

_____ 10. In the event of damage to the equipment caused by me, the Library will bill me for the amount required to repair or replace the equipment.

_____ 11. Depending upon the circumstances, failure to comply with this agreement may result in my being ineligible to use the equipment.

_____ 12. I understand I can only reserve time on the computer for my own use of the equipment and no one else's. Parents may call in for appointment for their children.

(PLEASE PRINT)

_______________________________________
Signature (or parents for children under 18)

_______________________________________
Staff Signature

Date _______________________________________

Name _______________________________________

Address _______________________________________

City _______________________ Zip __________

Phone _______________________________________

# Alaska Library Association

## 1986-7 MEMBERSHIP APPLICATION

AMOUNT

INDIVIDUAL MEMBERSHIP (LIBRARY PERSONNEL)
( ) Salary up to $15,000....................................$15.00 ________
( ) Salary from $15,001 to $30,000..........................$30.00 ________
( ) Salary over $30,000.....................................$45.00 ________

ASSOCIATE MEMBERSHIP
( ) Friends, trustees, students, retired librarians, etc...$5.00 ________

INSTITUTIONAL MEMBERSHIP (IN THE NAME OF THE INSTITUTION)
( ) Library budget up to $20,000...........................$15.00 ________
( ) Library budget from $20,001 to $50,000.................$25.00 ________
( ) Library budget from $50,001 to $100,000..............$100.00 ________
( ) Library budget from $100,001 to $500,000.............$150.00 ________

COMMERCIAL MEMBERSHIP
( ) Business in library/book trade.........................$30.00 ________

****************************************************************

ROUNDTABLES (Any dues are in addition to membership option selected from above.)
( ) Media Roundtable.......................................$6.00 ________
( ) Special Libraries (NO DUES)............................$0.00

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DONATION FOR EDUCATIONAL CONSULTANT (OPTIONAL)
( ) Individual member, suggested amount...................$30.00 ________
( ) Commercial member, suggested amount..................$100.00 ________

TOTAL ________

****************************************************************

All Alaska Library Association members will receive the quarterly journal, SOURDOUGH, the newsletter, NEWSPOKE, and the ALASKA LIBRARY DIRECTORY.

NAME: ____________________________________________

MAILING ADDRESS: __________________________________________

____________________________________________

PLACE OF WORK: ____________________________________________

WORK PHONE: ______________ HOME PHONE: ________________

Is this a new address? YES ( ) NO ( )

RETURN TO: Rita Dursi, Treasurer
1319 Chirikof Ct.
Anchorage, AK 99507

## Article 4. Rural Community Libraries.

**Section**
200. Grants for constructing and equipping libraries
210. Application for grants

**Section**
220. Ownership of facility
230. Regulations
240. "Rural community" defined

**Revisor's notes.** — The former article, containing AS 14.56.250 — 14.56.290, was renumbered as AS 14.56.182 — 14.56.190 by the revisor of statutes pursuant to AS 01.05.031.

**Sec. 14.56.200. Grants for constructing and equipping libraries.** The division of state libraries shall administer a program providing for grants to rural communities for constructing and equipping community libraries according to the provisions of AS 14.56.210 — 14.56.240. (§ 1 ch 42 SLA 1970)

**Cross references.** — As to public library construction grants, see AS 14.56.350.

**Sec. 14.56.210. Application for grants.** (a) A rural community desiring to receive the benefits of the grants provided for in AS 14.56.200 shall apply to the division of state libraries. If the rural community is within a borough with areawide library powers, the borough may apply on behalf of the community.

(b) To be eligible for a grant under AS 14.56.200 — 14.56.240, the applicant shall provide not less than 10 per cent of the total cost of the project for which the funds are granted. The remaining percentage shall be provided by the state. The matching share of the applicant may be in the form of money, land, services, or other items acceptable to the division of state libraries. Satisfactory assurance of the continuation of library services shall be included as part of the application. (§ 1 ch 42 SLA 1970)

**Sec. 14.56.220. Ownership of facility.** Title to a library constructed under AS 14.56.200 — 14.56.240 shall be in the applicant unless the applicant is an unincorporated city, in which case the state shall retain title until the time of any subsequent incorporation. (§ 1 ch 42 SLA 1970)

**Sec. 14.56.230. Regulations.** The division of state libraries shall adopt regulations necessary to carry out the purposes of AS 14.56.200 — 14.56.240. (§ 1 ch 42 SLA 1970)

**Sec. 14.56.240. "Rural community" defined.** In AS 14.56.200 — 14.56.230, "rural community" means any community except a first class city of over 2,000 population. (§ 1 ch 42 SLA 1970; am § 27 ch. 53 SLA 1973)

**Legislative history reports.** — For report on ch. 53, SLA 1973 (CSHB 382), see 1973 House Journal, pp. 793, 885.

**Sec. 14.56.340. Regulations.** The board shall adopt regulations necessary to carry out the purposes of AS 14.56.300 — 14.56.330. (§ 1 ch 36 SLA 1981)

**Editor's notes.** — Section 3, ch. 36, SLA 1981, provides: "Administrative regulations adopted under a provision repealed by sec. 2 of this Act remain in effect until amended or repealed by the state Board of Education."

## Article 6. Public Library Construction Grants.

**Section**

350. Public library construction grants

**Sec. 14.56.350. Public library construction grants.** (a) The director of the division of state libraries shall administer a program providing for grants to municipalities in the state for the construction and equipping of libraries. To be eligible for a grant under this section a municipality shall provide not less than 40 per cent of the total cost of the project for which funds are granted. The department shall administer the funds under this section and shall adopt regulations necessary to carry out the purposes of this section.

(b) In this section "municipality" means a city or organized borough of any class. (§ 1 ch 100 SLA 1970; AS 14.56.065)

**Revisor's notes.** — This section derived from AS 14.56.065 and was renumbered by the revisor of statutes under AS 01.05.031.

**Cross references.** — As to grants for constructing and equipping libraries in rural communities, see AS 14.56.200.

**Effect of amendment.** — The 1977 amendment substituted "Department of Transportation and Public Facilities" for "Department of Public Works" in paragraphs (2) and (6).

## Chapter 27. Art Works in Public Buildings and Facilities.

**Section**
10. Purpose
20. Art requirements for public buildings and facilities
30. Definitions

**Sec. 35.27.010. Purpose.** The state recognizes its responsibility to foster culture and the arts and the necessity for the viable development of its artists and craftsmen. The legislature declares it to be a state policy that a portion of appropriations for capital expenditures be set aside for the acquisition of works of art to be used for state buildings and other public facilities. (§ 1 ch 54 SLA 1975)

**Legislative history report.** — For report on ch. 54, SLA 1975 (CSHB 133 (Finance)), see 1975 Senate Journal, p. 939.

**Sec. 35.27.020. Art requirements for public buildings and facilities.**

(a) A building or facility constructed after June 30, 1975, or remodeled or renovated after June 30, 1975, shall include works of art, including but not limited to sculptures, paintings, murals or objects relating to Native art.

(b) The department, before preparing plans and specifications for buildings and facilities, shall consult with the Alaska State Council on the Arts regarding the desirability of inclusion of works of art.

(c) At least one percent or, in the case of a rural school facility, at least one-half of one percent of the construction cost of a building or facility approved for construction by the legislature after September 1, 1977, will be reserved for the following purposes: the design, construction, mounting and administration of works of art in a school, office building, court building, vessel of the marine highway system, or other building or facility which is subject to substantial public use.

(d) A building or facility with an estimated construction cost of less than $250,000 is exempt from the requirements of this chapter unless inclusion of works of art in the design and construction of the building or facility is specifically authorized by the department.

(e) The artist who executes these works of art shall be selected by the architect for the department with the approval of the department, after consultation with the Alaska State Council on the Arts and the principal user of the public buildings or facilities.

(f) The artist who executes these works of art in the public schools shall be selected by the superintendent of a school district in which a public school is to be built with the approval of the school board. Should the department find in the best interest of the state that the selection of the artist who executes these works of art by the superintendent may result in a cost overrun to the state or delay of construction, the department shall make the selection of the artist in consultation with the superintendent.

(g) The architect, superintendent, department, and the Alaska State Council on the Arts shall encourage the use of state cultural resources in these art works and the selection of Alaska resident artists for the commission of these art works. (§ 1 ch 54 SLA 1975; am §§ 1, 2 ch 96 SLA 1977; am §§ 1 — 4 ch 176 SLA 1980)

**Cross reference.** — For the responsibilities of the Alaska State Council on the Arts in the management of the Art in Public Places Fund, see AS 44.27.060.

**Effect of amendments.** — The 1977 amendment substituted "or, in the case of a rural school facility, at least one-half of one percent of the construction cost" for "of the overall construction cost" in subsection (c) and added subsections (f) and (g).

The 1980 amendment rewrote subsections (a) and (d), substituted "buildings" for "public works" in subsection (b), and in subsection (c), substituted "September 1, 1977" for "the enactment date of this chapter," "a school, office building, court building, vessel of the marine highway system, or other" for "the public," deleted "public" preceding "facility" near the end of the subsection, and added "which is subject to substantial public use" at the end of the subsection.

**Sec. 35.27.030. Definitions.** In this chapter

(1) "department" means the Department of Transportation and Public Facilities;

(2) "building" or "facility" means a permanent improvement constructed by the department; the term

(A) includes, but is not limited to,

(i) schools, office buildings, and court buildings;

(ii) other buildings which the commissioner determines are designed for substantial public use;

(iii) boats and vessels of the marine highway system;

(iv) transportation facilities which accommodate traveling passengers;

(B) excludes other transportation facilities.

(3) "construction cost" is that cost expended for the actual construction of the facility, exclusive of the costs of land acquisition, site investigation, design services, administrative costs, equipment purchases and any other costs not specifically incurred within the construction contract or contracts awarded for the construction of the facility.

(4) "commissioner" means the commissioner of transportation and public facilities. (§ 1 ch 54 SLA 1975; am §§ 3, 4 ch 96 SLA 1977; am Executive Order No. 39, § 11 (1977); am §§ 5, 6 ch 176 SLA 1980)

**Effect of amendments.** — The first 1977 amendment inserted "schools, office buildings, court buildings and other facilities which are designed for substantial public use" in paragraph (2) and added paragraph (3).

The second 1977 amendment substituted "Department of Transportation and Public Facilities" for "Department of Public Works" in paragraph (1).

The 1980 amendment rewrote paragraph (2), and added paragraph (4).

# Appendix
# to
# Chapter III

# Administering The Library

From: Long Range Program for Library Development in Alaska, 1983-1987.

Prepared by Alaska State Library and the Governor's Advisory Council on Libraries in consultation with U.S. Department of Education. 1982-1983.

## CRITERIA FOR DETERMINING ADEQUACY OF PUBLIC LIBRARY SERVICES

1. "Without public library service" is any community or area in which there is no local tax-supported public library.

   "Inadequate library service" means any public library which fails to meet any or all of the following measures:

   a. Annual local expenditure for public library program of $25 per capita;

   b. Four (4) books per capita and other library resources and equipment to meet immediate local patron needs as identified on annual reports, at Speakouts, at local board meetings, by needs assessment and by any other pertinent method;

   c. Minimum of 30 hours open each week all year;

   d. Minimum accessible space of 1,200 sq.ft. plus 1 sq.ft. per capita up to 4,000 population with an additional .7 sq.ft. per capita for populations over 4,000;

   e. Participation when feasible and appropriate in network or interlibrary cooperation activities such as interlibrary loan, continuing education, library resource conservation and similar interlibrary activities. Participation means both contributing and receiving benefits from cooperation and adhering to principles governing effective interlibrary cooperation;

   f. Legal status by local ordinance and/or under Alaska Statutes;

   g. Written policies for materials selection, services, personnel, and interlibrary cooperation. Services to shut-ins, institutional residents, day-care, and similar local patrons should be included in the policy for services to make clear the scope of the local library patron needs.

2. Public library services for physically handicapped persons are inadequate until meeting the criteria for adequate public library services and applicable standards set forth in Standards of service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped, 1979, American Library Association.

3. Public library services for persons in institutions which are fifty (50) percent or more State-supported are inadequate until meeting the criteria for adequate public library services and additional standards pertinent to specific Alaskan institutions as listed in: Library Standards for Adult Correctional Institutions, 1981, Association of Specialized and Cooperative Library Agencies; Standards for Libraries in Institutions Serving the Mentally Retarded, 1981, Association of Specialized and Cooperative Library Agencies; Library Standards for Juvenile Correctional Institutions, 1975, American Library Association; Jail Library Service, 1981, American Library Association;

4. Public library services for disadvantaged persons residing in urban and rural areas with high concentrations of low-income families are inadequate until meeting the criteria for adequate public library services in the full meaning of library resources, policies, services, and personnel to meet the informational, educational, cultural, and recreational library needs of local patrons who are disadvantaged. Services provided include but are not limited to reference, information and referral, community resources information, reader's advisory services plus materials and programs responsive to needs for self-help, job information, literacy, consumer economics, and other life-coping skills. The public relations program reinforces the availability of services for the disadvantaged. Participation in the library network on behalf of disadvantaged persons is reflected in the services and policies of the library.

5. Public library services for persons of limited English-speaking ability are inadequate until meeting the criteria for adequate public library services in the full meaning of library resources, policies, services, and personnel to meet the informational, educational, cultural and recreational library needs of local patrons who are limited English speaking. Participation in the library network on behalf of limited English speaking patrons is reflected in policies and services of the library. The public relations program reinforces accessibility of services for limited English speaking persons. Services provided include but are not limited to reader's advisory, information and referral, reference, community resources information plus materials in the primary language as well as English.

6. A major urban resource library is inadequate until meeting the criteria for adequate public library services for its primary clientele and until it is able to fill promptly from its own resources at least 90 percent of the monograph and subject requests and 60 percent of the serial requests received from libraries and other users in the region for which it serves as a primary interlibrary loan referral center. In addition a major urban resource library provides prompt assistance on reference referral requests from libraries in its region either through information or appropriate referral to another source.

## Article 5. Library Assistance Grants.

Section
300. Library assistance grant fund
310. Eligibility
320. Applications
Section
330. Limitations
340. Regulations

**Sec. 14.56.300. Library assistance grant fund.** There is established in the department a library assistance grant fund. From legislative appropriations to the fund, the department shall make grants to eligible libraries for public library operations or for interlibrary cooperation or for both. (§ 1 ch 36 SLA 1981)

**Sec. 14.56.310. Eligibility.** (a) Libraries eligible for grants under AS 14.56.300 are:

(1) public libraries operated by municipalities or by public library nonprofit corporations; and

(2) libraries sharing resources or providing services to other libraries.

(b) A library described in (a) (1) of this section is eligible for a public library assistance grant. A library described in either (a) (1) or (2) of this section is eligible for an interlibrary cooperation assistance grant. (§ 1 ch 36 SLA 1981)

**Sec. 14.56.320. Applications.** An eligible library may apply to the department for a grant under AS 14.56.300 — 14.56.340 in accordance with regulations adopted by the board. (§ 1 ch 36 SLA 1981)

**Sec. 14.56.330. Limitations.** (a) A public library assistance grant under AS 14.56.300 — 14.56.340 may not exceed $10,000 for each local public library service outlet in any one fiscal year. However, no amount over $5,000 may be granted unless it is equally matched by local money.

(b) State money granted to a library under AS 14.56.300 — 14.56.340 may not be used to supplant local money equal to local expenditures for that library in fiscal year 1980, as adjusted annually by the commissioner to conform approximately to changes in the United States Department of Labor Bureau of Labor Statistics consumer price index for Anchorage, Alaska. A library that uses state money to supplant local money forfeits eligibility for grants under AS 14.56.300 — 14.56.340 for two years. (§ 1 ch 36 SLA 1981)

# CHAPTER 57.
# LIBRARY SERVICES

Article
1. State Plan (4 AAC 57.010)
2. Library Assistance Grants (4 AAC 57.050–4 AAC 57.090)
3. General Provisions (4 AAC 57.900)

## ARTICLE 1.
## STATE PLAN

Section
10. Alaska state plan

**4 AAC 57.010. ALASKA STATE PLAN.** The Long Range Program for Library Development in Alaska, published in November, 1981, and Library Services for All Alaskans, published in 1969, are adopted by reference as the state plan for participation under the U.S. Library Services and Construction Act (Public Law 84-597, as amended). (In effect before 7/28/59; am 4/17/67, Reg. 24; am 10/4/73, Reg. 47; am 5/10/78, Reg. 66; am 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.020
AS 14.56.340

Editor's Note: The Alaska State Plan may be obtained by writing the Commissioner, Department of Education, Pouch F, Juneau, Alaska 99811.

## ARTICLE 2.
## LIBRARY ASSISTANCE GRANTS

Section
50. Purpose
60. Eligibility
70. Application
74. Decision on application, amount
76. Amendment of application
80. (Repealed)
84. Administrative review
86. Annual report
90. Definitions

**4 AAC 57.050. PURPOSE.** Library assistance grants under AS 14.56.300 – 14.56.340 are available to assist eligible libraries in the state with library operation, interlibrary cooperation, or both. Libraries may enter into agreements with other libraries to share acquisitions, library materials, services, staff, and equipment acquired with grant funds. (Eff. 5/25/79, Reg. 70; am 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

**4 AAC 57.060. ELIGIBILITY.** (a) A library in the state is eligible for a public library assistance grant or an interlibrary cooperation assistance grant in accordance with AS 14.56.310, AS 14.56.330, and this section.

(b) A public library service outlet must be open at least 10 hours per week for 48 weeks of the appropriate fiscal year to be eligible for a public library assistance grant.

(c) A public, school, college, university, or special library must provide services to two or more kinds of libraries in accordance with priorities established in the state plan adopted under 4 AAC 57.010 to be eligible for an interlibrary cooperation assistance grant.

(d) A grant must be used for the purposes set out in the application filed under 4 AAC 57.070. The state librarian or his designee may, in his discretion, require repayment of funds used for other purposes. (Eff. 5/25/79, Reg. 70; am 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

**4 AAC 57.070. APPLICATION.** (a) An application for a library assistance grant may be filed with the state librarian at Pouch G, Juneau, Alaska 99811. Application must be made on a form provided by the department.

(b) An application for the fiscal year ending June 30, 1982, must be filed on or before March 27, 1982. An application for a fiscal year beginning after June 30, 1982, must be submitted by September 1 of that fiscal year.

(c) If appropriated funds are available after a final decision is made upon all applications filed within the application period set out in (b) of this section, additional applications for library assistance grants will be accepted until March 1 of each fiscal year. (Eff. 5/25/79, Reg. 70; am 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

**4 AAC 57.074. DECISION ON APPLICATION, AMOUNT.** (a) The state librarian or his designee shall render a decision on each completed application within 60 days following the close of the application periods set out in 4 AAC 57.070.

(b) A public library assistance grant will be in the amount for which application is made, not to exceed the amount set out in AS 14.56.330. An interlibrary cooperation assistance grant will be in an amount that the state librarian, in his discretion, determines will promote interlibrary cooperation.

(c) If appropriated funds are not available to provide the amounts set out in (b) of this section, available funds will be allocated to provide basic public library assistance grants and thereafter, on a pro rata basis, matching and interlibrary cooperation assistance grants.

(d) The decision of the state librarian or his designee must be in writing and, if an applicant is determined to be eligible for a grant, must state the amount of the grant. (Eff. 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

**4 AAC 57.076. AMENDMENT OF APPLICATION.** (a) An application may be amended after a decision is made under 4 AAC 57.074 if, in his discretion, the state librarian or his designee finds that amendment is in the best interests of the state.

(b) An amendment may not be submitted for consideration under this section later than 60 days before the end of the fiscal year in which the grant is made. (Eff. 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

**4 AAC 57.080. EXCEPTIONS.** Repealed 3/27/82.

**4 AAC 57.084. ADMINISTRATIVE REVIEW.** (a) An applicant who is dissatisfied with a decision under 4 AAC 57.074 may request review of that decision by filing a request with the state librarian within 15 days after the decision. The request for review must state the grounds for the request.

(b) The State Board of Education or its designee will render a decision on a request for review within 60 days after receipt of the request.

(c) The decision of the State Board of Education is the final administrative decision and is subject to review under the provisions of AS 44.62.560. (Eff. 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

**4 AAC 57.086. ANNUAL REPORT.** (a) The recipient of a grant must file with the department a report for each fiscal year in which a grant is received. The report must be made on a form provided by the department and must be filed on or before September 1 of the appropriate fiscal year.

(b) Failure to file a report or to properly account for the use of grant funds renders a library subject to repayment under 4 AAC 57.060(d). (Eff. 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

**4 AAC 57.090. DEFINITIONS.**

Editor's Note: As of Register 81 (April, 1982), 4 AAC 57.090 has been relocated to 4 AAC 57.900.

## ARTICLE 3.
## GENERAL PROVISIONS

Section
900. Definitions

**4 AAC 57.900. DEFINITIONS.** As used in AS 14.56.300 – 14.56.340 and this chapter

(1) repealed 3/27/82;

(2) "library materials" includes, but is not limited to books, periodicals, newspapers, documents, pamphlets, photographs, reproductions, microforms, pictorial or graphic works, musical scores, maps, charts, globes, realia, sound recordings, slides, films, filmstrips, processed video and magnetic tapes, printed, published, and audiovisual materials, materials designed specifically for the handicapped, and other materials of a similar nature;

(3) "municipality" means a city or organized borough of any class, and includes an area unified under AS 29.68.240–29.68.440;

(4) "public library" means a local library operated by a municipality or nonprofit public library corporation for the purpose of providing general library services to all the people of a specific community free of charge and without discrimination;

(5) repealed 3/27/82;

(6) "library" means a public or private institution which acquires, organizes, maintains, and provides public access to library materials for reference, research, and circulation;

(7) "operation" means regular work in the areas of personal services, communications, library materials, supplies, equipment, and others necessary to provide public library services, but does not include construction;

(8) "public library nonprofit corporation" means an organization which has developed bylaws, elected officers, and filed articles of incorporation and current annual reports under AS 10.20.005–10.20.275 for the purpose of establishing and operating a public library;

(9) "public library outlet" means the headquarters, branch, bookmobile, or other facility of a public library which provides library services to the general public. (Eff. 5/25/79, Reg. 70; am 3/27/82, Reg. 81)

Authority: AS 14.07.060
AS 14.56.340

Editor's Note: As of Register 81 (April, 1982), 4 AAC 57.090 has been relocated to 4 AAC 57.900. The history note under sec. 900 includes the history of sec. 090.

PUBLIC LIBRARY ASSISTANCE GRANT
APPLICATION, FY 1988

DUE: MARCH 31, 1987

1. Library Name: Reading Public Library

2. Address: P.O. Box 45 , Reading, AK 99999

3. Contact Person: Ima Book 4. Phone No: 999-4321

5. Warrant Mailing Address: Reading Public Library, P.O. Box 45, Reading, AK 99999

6. HOURS OPEN

| Sun | Mon | Tue | Wed | Thu | Fri | Sat | Total Hrs Per Week | Weeks Open Per Year |
|---|---|---|---|---|---|---|---|---|
| to | to | to | 2 to 5 | 4 to 8 | 2 to 5 | 10 to 2 | 14 | 50 |

7. Number of Outlets (Branches and Bookmobiles). If more than one outlet is eligible, list additional outlets on a separate sheet. Show hours open for each and local funds for each. Indicate how project plan will affect the outlets:
One

8. Budget Plan

| Budget Plan | Local Funds Committed | Grant Funds Requested | Total Budget |
|---|---|---|---|
| a. Salaries and Wages | 2,000 | 2,500 | 4,500 |
| b. Benefits | 500 | 500 | 1,000 |
| c. Collections (Library Materials) | | | |
| 1. Books | | 1,500 | 1,500 |
| 2. Subscriptions | | 500 | 500 |
| 3. Audiovisual | | 300 | 300 |
| 4. Other | | | |
| d. Conservation of Materials | | | |
| e. Building Operations | 500 | 1,200 | 1,700 |
| f. Furniture & Equipment | | 500 | 500 |
| g. Other | | | |
| 1. Travel | | 500 | 500 |
| 2. Supplies | | 500 | 500 |
| 3. Services | | | |
| 4. All Others | | | |
| h. Total | 3,000 | 8,000 | 11,000 |

Public Library Assistance Grant
Page Two of Two

9. Statement of Needs and Project Goals:

The library is not used by very many people because of the lack of materials and programs. The library will try to make itself an important part of the community by providing needed services to the public.

10. What Objectives do you plan to accomplish?

Special objectives for this year are to increase the use of the library by providing:

1) An increased selection of materials
2) New programs to meet the specific needs of adults and preschoolers.

11. What Activities will you undertake to achieve your objectives? How will you evaluate your project when it is completed?

Activities to be undertaken this year will be to:

1) Buy and make available books, magazines, etc. that meet the recreational needs of students;
2) Purchase a video recorder to provide instructional programs for adults;
3) Enroll in a workshop on children's services and then develop a story hour program for preschoolers.

NOTE: APPLICATION MUST HAVE BOTH SIGNATURES

| | | | |
|---|---|---|---|
| Proposed by: | | LIBRARY BOARD OR MUNICIPALITY<br>APPROVED FOR SUBMISSION BY: | |
| Ima Book<br>Signature (Librarian) | | JC Smythe<br>Signature | |
| Director<br>Title | 3/17/87<br>Date | City Administrator<br>Title | 3/18/87<br>Date |

# Appendix
# to
# Chapter IV

# The Library Collection

4/86

## BASIC PERIODICAL LIST
## FOR SMALL LIBRARIES

This list of 68 periodicals provides a cross section of subjects that tend to be of greatest interest to the public. If you plan to have fewer than 25 periodicals in your collection, you should probably choose from those with asterisks (*). Subscription agencies like Ebsco or Faxon should have all titles.

### BUSINESS
* Business Week
  Forbes

### CHILDREN'S
  Boys Life
* Cricket
  Electric Company Magazine
* National Geographic World
  Penny Power
* Ranger Rick
  3-2-1 Contact

### COMPUTERS
* Byte
  Info World
  Personal Computing Plus

### CONSUMER
* Changing Times
* Consumer Reports
  Consumer Research

### CRAFTS
* Butterick Sewing World
  McCalls Needlework & Crafts
  Workbasket/Home Arts Magazine
  Workbench

### FISHING AND HUNTING
* Field and Stream
  Fur-Fish-Game
  Outdoor Life
  Sports Afield

### GENERAL EDITORIAL, ETC.
  Freebies
* Health
  Home Video
* Indian Truth
  Modern Maturity
* National Geographic
  People
  Prevention
* Readers' Digest
* Smithsonian
  Stereo Review
  Working Mother

### HOBBIES, ETC.
* Modern Photography
* Popular Electronics
* Popular Mechanics
  Popular Photography
  Radio Electronics
  Writers Digest

### HOME AND ALTERNATE LIVING
* Better Homes and Gardens
  Good Housekeeping
* Mother Earth News
  Organic Gardening

### LIBRARIANSHIP
* Booklist
  Library Journal
  School Library Journal

### NEWS
* Newsweek    One or the other
* Time    Both not necessary

### SOCIAL SCIENCES
* Current History
  Psychology Today

### SCIENCE AND NATURE
  Audubon
* Discover
* National Wildlife
  Oceans
  Popular Science
* Science 86
  Sea Frontiers/Sea Secrets

### SPORTS AND RECREATION
* Boating
  Backpacker
  Cross Country Skier
* Flying
  Nor'westing (S.E. Libraries)
* Petersen's 4 Wheel and Off-Road
* Snowmobile
* Sports Illustrated
* 3-Wheeling

### TEENAGE
  Rolling Stone
* Seventeen

4/86

# ALASKANA
# BASIC PERIODICAL LIST
# FOR SMALL LIBRARIES

The following Alaskana periodicals are available through subscription agencies like Ebsco or Faxon. Prices are 1986 subscription costs.

| Magazines | | Newspapers | |
|---|---|---|---|
| Title | Price | Title | Price |
| Alaska Business Monthly | $21.95/yr | Anchorage Daily News | $155/yr |
| * Alaska Farm & Garden | $18/yr | Anchorage Times | $153/yr |
| | | * Sundays only | $ 57/yr |
| Alaska Fish & Game | $ 6/yr | Fairbanks Daily News Miner | $167.50/yr |
| * Alaska Fisherman's Journal | $12/yr | Juneau Empire | $104/yr |
| Alaska Flying | $18/yr | Tundra Drums | $ 20/yr |
| * Alaska Geographic | $30/yr | * Tundra Times | $ 20/yr |
| * Alaska Magazine | $21/yr | | |
| Alaska Medicine | $12/yr | | |
| * Alaska Native Magazine | $26/yr | | |
| * Alaska Outdoors Magazine | $12.95/yr | | |

* The starred items are only suggestions. If, for instance, you have an active radio club in your community, you might prefer Radio Electronics instead of another title. Remember to strive for a broad cross section of subjects, but let your knowledge of your community be the deciding factor.

# REFERENCE BOOKS FOR SMALL ALASKA LIBRARIES

Revised March 1984 by Barbara Pavitt
Alaska State Library

## ALASKA REFERENCE BOOKS

ALASKA ALMANAC (Facts about Alaska). Alaska Northwest Publishers. (Annual) $5.95.

ALASKA BLUE BOOK. Department of Education. Division of State Libraries and Museum, 1973- (Biennial) $7.50. A valuable compilation of statistical, biographical and directory information related to Alaska state government.

ALASKA LIBRARY DIRECTORY. Alaska Library Association, 1977- (Annual). An institution and personnel directory for the library profession in Alaska. Free with individual or institution membership in Alaska Library Association.

ALASKA PETROLEUM AND INDUSTRIAL DIRECTORY. Tradex Publications, last published in 1980 - (Annual) $30.00. P.O. Box 27561, Houston, TX 77027.

ALASKA STATUTES. Michie Bobbs Merrill, (11 volumes) $450.00. P.O. Box 1125 Boise, ID 83701.

DICTIONARY OF ALASKA PLACE NAMES. Donald J. Orth. U.S. Government Printing Office, 1967 $23.40. (Published as Geological Survey Professional Paper 567). An alphabetical list of the geographic names that are now applied and have been applied to places and features of the Alaska landscape. Currently out of print.

THE MILEPOST. Alaska Northwest Publishing, 1949- (Annual) $5.95. This travel guide includes a mile-by-mile log of the Alaska Highway in Alaska, the Yukon Territory, British Columbia, the Northwest Territories and Alberta.

ALASKA LIBRARY NETWORK CATALOG (ALNCAT). Annual. Distributed free by Alaska State Library to any Alaska library with a microfiche reader. Contains holdings of member libraries

WASHINGTON LIBRARY NETWORK RESOURCE DIRECTORY. Annual. $300.00, microfiche. Contains holdings of all member libraries in the states of Washington, Oregon, Idaho, Montana, Alaska, Arizona, and the California State Library.

## REFERENCE COLLECTION

AINSLIE'S COMPLETE HOYLE. Tom Ainslie. Simon and Schuster, 1975. $15.95 (Hoyle's rules of games, New American Library). Includes rules, strategies, scoring and bidding systems for 1800 games played with cards, dice or counters.

AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE NEW COLLEGE EDITION. William Morris, ed. American Heritage Press and McGraw-Hill, 1981. $12.95; $13.95; $17.95 Dell, paper, 1970. $1.20. A useful contemporary dictionary with illustrations which include 155,000 entries and 800 usage notes. Traces etymologies back to proto-Indo-European.

AMY VANDERBILT...A GUIDE TO CONTEMPORARY LIVING. Rev. ed. Letitia Baldridge, ed. Doubleday, 1981. $3.50 paper.

AUDIO-VISUAL EQUIPMENT DIRECTORY. National Audio-Visual Association, 1953- (Annual). Lists current models of equipment by type with full information, including manufacturer's single-unit list price.

AYER DIRECTORY PUBLICATIONS. Ayer Press Staff. Ayer Press, 1983- (Annual). $95.00. Geographical list of periodical publications in the Unites States and its territories, Canada, Bermuda, the Republic of Panama, and the Republic of the Philippines. Size, format, periodicity, and advertising rates are indicated as well as economic, statistical, climatic information for each state and city. Classified lists include agricultural, collegiate, foreign language, Negro, religious, fraternal, trade and technical, labor, etc., publications. Maps. Indexed.

BARRON'S PROFILES OF AMERICAN COLLEGES, VOL. 1. College Division of Barron's Educational Series, ed., Barron, 1982. $11.95 paper. First edition 1964, frequently reprinted with revisions. A comprehensive guide to about 1,350 American colleges and universities. In addition to giving information as to location, faculty, enrollment, courses offered, financial aid, etc., this directory includes a statement of the college's aims, living arrangements, regulations regarding student life, religious affiliation, and special programs. Especially useful to guidance officers. Arranged alphabetically by state with index of colleges.

BARTLETT'S FAMILIAR QUOTATIONS. 15th ed., rev. and enlarged, John Bartlett, ed. Little, 1980. $25.45. A standard collection, comprehensive and well selected. Arranged by authors chronologically, with exact references. Includes many interesting footnotes tracing history or usage of analogous thoughts, the circumstances under which a particular remark was made, etc. The index is especially fine, containing an average of four or five entries per quotation.

BOOKS IN PRINT. Bowker, 1948- (Annual). $215.00. Each annual includes an author index and a title index (since 1966 authors and titles appear in separate volumes), in each case giving publisher and price. A very valuable addition for both acquisitions and reference work in a library. Beginning 1973 the first of a series of annual mid-year supplements was issued as BOOKS IN PRINT SUPPLEMENT 1972-73, listing authors, titles, and subjects in separate sections. Issued about six months after the yearly BOOKS IN PRINT volume, it lists new titles and provides updated information as available. BOOKS IN PRINT is complemented by SUBJECT GUIDE TO BOOKS IN PRINT.

CHASE'S CALENDAR OF ANNUAL EVENTS: Special Days, Weeks and Months in 1983. William D. Chase. Appletree, (Annual). $12.95 paper. Lists special days, weeks and months.

COMPARATIVE GUIDE TO AMERICAN COLLEGES. James Cass and Max Birnbaum, eds. Harper-Row 1983. $26.87; $14.37 paper. Differs from most college directories by giving a profile of each institution, including academic atmosphere of campus and percentage of applicants admitted. Its Selectivity Index ranks institutions by academic potential of their student bodies. Arrangement is alphabetical by name of institution.

CONTEMPORARY AUTHORS: A Bio-bibliographical Guide to Current Writers in Fiction, General Nonfiction, Poetry, Journalism, Drama, Motion Pictures, Television and Other Fields. Francis Locher and Ann Evory, eds. Gale, 1962- (Annual). $76.00. Published to give an up-to-date source of biographical information on current authors in many fields--humanities, social sciences, and sciences--and many countries. Sketches attempt to give, as pertinent: personal facts (including names of parents, children, etc.), career, writings (as complete a bibliography as possible), work in progress, sidelights, and occasional biographical sources. Revised and updated biographies from this series have begun to appear in: see next references.

CONTEMPORARY AUTHORS. 1st Revision. Detroit, Gale, 1967-. $76.00. These volumes represent both an updating and cumulation of the corresponding volumes of the original series; none of the earlier sketches has been omitted. Plans call for continued revision and cumulation of all earlier volumes simultaneously with publication of new volumes in the original series. The first volume of a "permanent series," containing biographies removed from the regular set because of death or inactivity, was published in 1975.

CONSUMER REPORTS. Consumer's Union of the United States, 1936- (Monthly). $14.00. This periodical provides evaluations for a wide range of products. The December issue is the annual buying guide.

CURRENT BIOGRAPHY. Wilson, 1940- (Monthly, except August). $28.00. Published monthly, with a bound annual cumulation, CURRENT BIOGRAPHY YEARBOOK, which includes all biographical sketches and obituary notices revised and brought up to date. Each monthly issue carries a cumulative index to all preceding volumes for 10-year periods. Includes an average of 300-350 biographies annually of persons of various nationalities, professions, and occupations, who are currently prominent in their particular fields. Information given generally includes: full name, dates of birth and death, occupation and reason for newsworthiness, address, a biographical sketch of three to four columns, with portrait and references to sources for further information. Each issue, including the cumulations, contains a classified list of occupations. Complemented by Cumulated Index, 1940-1970. N.Y., Wilson, 1973.

DORLAND'S ILLUSTRATED MEDICAL DICTIONARY. 26th edition. Saunders, 1981, text edition $34.50, index edition $39.50. Frequently revised, this is the most widely used and most reliable of the medical dictionaries. Contains, along with definitions of current usage, lists of valuable information under such headings as "tests," "diseases," and "signs."

ENCYCLOPEDIA AMERICANA. 30v., illus. Americana Corp., 1981. $557.00. A good, comprehensive encyclopedia for general use. Important articles are signed with full name and title of the contributor. Some have bibliographies, though often not up-to-date. Illustrations are numerous, maps are included with articles, and references to them are included in the index. Alphabetizing is word by word. Pronunciation is frequently indicated. For the most part, articles are short, and on very specific subjects, but many articles of some length and on broad topics are included. The AMERICANA has always been particularly strong in its information about American towns and cities. Other special features are the evaluations of particular books, operas, musical compositions, works of art, etc. Continuous revision policy. Great strength lies in its detailed coverage of North American History, place names, people, as well as scientific and technical achievements. No other general encyclopedia provides as much geographic information about the United States and Canada as does the AMERICANA.

ENCYCLOPEDIA OF ASSOCIATIONS: National Organizations of the United States, Vol.1. 18th edition, Mary W. Pair, ed. Gale, 1981. $170.00. An indispensable directory of national associations. In classified order, gives for each entry such particulars as address, current officers, date of founding, purposes, and publications. Name and key word indexes.

FORMULA BOOK, Norman Stark, Sheed and Ward Inc. 1975, $5.95. pap.
FORMULA BOOK 2, Norman Stark, Sheed Andrews and McMeel, Inc. 1976. $10.00. Nontechnical instructions for turning basic chemical compounds into personal care, animal care, garden, and household products.

HARVARD DICTIONARY OF MUSIC. 2nd revised edition. Willi Apel, ed. Harvard University Press, 1969, $25.00. Emphasis is on the historical point of view. Omits biographical articles because other dictionaries cover that field. Contains definitions of all kinds, including many used in musical performance, and articles on music history aesthetics, theory, etc. The bibliographies list books, periodical articles and references to examples of music.

HISTORY OF ART. 2nd edition, H. W. Janson. Prentice-Hall, 1977. $25.95. A handsomely illustrated summary of Western painting, sculpture, and architecture, up to the 19th century, with a brief postscript on Oriental and pre-Columbian art. Bibliography. Basically a textbook.

HOTEL AND MOTEL RED BOOK. American Hotel Association Directory Corp., 1886- (Annual), $35.00. At head of title: Official directory of American hotel and motel association members including hotels, motels, resorts in the United States and other countries.

HOW TO CLEAN EVERYTHING. 3rd edition Alma C. Moore. Simon and Schuster, 1978, $9.95, $2.95 paperback. A helpful encyclopedia of what to use and how to use it in cleaning.

LITERARY MARKET PLACE: With Names and Numbers. Bowker, 1940- (Annual). $45.00 paper. A useful and usable directory of organizations, periodicals, publishers, etc., which might be helpful in the placing, promotion, and advertising of literary property. Lists of officers and key personnel. Classified under such headings as: agents, artists and art services, associations, book clubs, book publishers, review services and syndicates, columnists and commentators, employment agencies, editorial services, literary prizes and awards, magazines, newspapers and news services, radio and television, and many others.

McGRAW-HILL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY. 15v., illus. 5th ed. McGraw-Hill, 1982, $850.00. A comprehensive encyclopedia covering all branches of science and technology, except that for the behavioral sciences and medicine only the pre-professional aspects are treated (with some attention to abnormal psychology and disorders of organ systems). Articles are written at the level of the intelligent layman, rather than for the specialist in the field, and most of them "and at least the introductory parts of all of them are within the comprehension of the interested high school student" -- Pref. Kept up to date between editions by the McGRAW-HILL YEARBOOK OF SCIENCE AND TECHNOLOGY.

MARKET GUIDE. Editor and Publisher, 1924- (Annual). Each recent issue offers individual market surveys of some 1,500 United States and Canadian cities where a daily newspaper is published. Arranged by state and city; gives for each city such information as: population, location, trade area, banks, principal industries, colleges and universities, largest department stores, chain stores, retail outlets and sales, newspapers, etc.

MERCK MANUAL OF DIAGNOSIS AND THERAPY. 14th edition, Robert Berkow, ed. Merck, 1982. $19.75. Periodically revised to provide up-to-date medical information which will facilitate accurate diagnosis and promote effective treatment. Related chapters are grouped in 24 sections. Most entries include a definition or description, etiology, symptoms and signs, diagnosis, prognosis and treatment. Surgical procedures are rarely described. Includes tables and illustrations. Indexed.

MOTOR AUTO REPAIR MANUAL. Louis C. Forier, ed. Motor, 1938- (Annual) $18.95. Mechanical repair procedures for American-made automobiles. Arranged by make of car. Index.

NATIONAL GEOGRAPHIC ATLAS OF THE WORLD. 5th edition. National Geographic Society, $44.95. Well-drawn maps based on those produced for the NATIONAL GEOGRAPHIC MAGAZINE. Well balanced in coverage between the United States and the rest of the world, with maps by area rather than by state or country. While some maps have a crowded appearance, they are legible and generally up to date. Index of more than 125,000 names.

NATIONAL ZIP CODE DIRECTORY. United States Postal Service. Government Printing Office, 1965- (Annual) $9.00. Compilation of zip code numbers for all addresses in the United States.

NEW ROGET'S THESAURUS IN DICTIONARY FORM. Norman Lewis, editor. Putnam, 1983, $2.95 paper (Berkley Publications). An alphabetical arrangement of the Roget system of word classification, the purpose of which is to allow the user to avoid Roget's rather cumbersome multiple access approach. Useful for gathering a rich harvest of undiscriminated synonyms.

OCCUPATIONAL OUTLOOK HANDBOOK. U.S. Bureau of Labor Statistics. Government Printing Office, 1949- (Annual) $9.00. Gives information on employment trends and outlook in more than 800 occupations. Indicates nature of work qualifications, earnings and working conditions, how to enter, where to go for more information, etc.

OFFICIAL CONGRESSIONAL DIRECTORY. U.S. Congress, Government Printing Office, $16.00. Complete listing of organization and members of Congress, including biographical sketches, Congressional committees, commissions; boards and departments; also information on the judiciary, diplomats and consular service, press and other galleries, and small maps showing congressional districts. Indexed.

POOR'S REGISTER OF CORPORATIONS, DIRECTORS AND EXECUTIVES, UNITED STATES AND CANADA. Standard and Poor's Corp., 1928- (Annual). Lists corporations with officers and directors, followed by an alphabetical list of directors and executives with brief biographical data and companies of which they are directors. Also contains an obituary and a new-names section. Geographical section in separate volume.

QUOTABLE WOMAN. 2 volumes, Elaine Partrow. Incl. Vol. 1 - 1800-1899; Vol. 2 - 1900 to present. 1980. pap. $3.95 each; pap. $7.95 boxed set, Pinnacle books.

RAND McNALLY ROAD ATLAS: UNITED STATES, CANADA, MEXICO. Rand McNally & Co., 1924- (Annual) $8.95, $5.95 pap. Road maps of each state in the United States, Canada, and Mexico. Distances shown on the maps. Mileage charts.

READER'S GUIDE TO PERIODICAL LITERATURE. Wilson, 1905- (semimonthly, Sept.-Jan. and March-June; monthly, Feb., July, Aug.) $85.00/year.

ROBERT'S RULES OF ORDER NEWLY REVISED. Henry M. Robert et al. Scott, Foresman and Company, 1980, $3.95 pap. (Revell) A compendium of parliamentary law, explaining methods of organizing and conducting the business of societies, conventions, and other assemblies.

STATESMAN'S YEAR-BOOK. Statistical and Historical Annual of the States of the
World. St. Martin, 1864- (Annual) $35.00. Excellent, concise yearbook giving detailed information concerning constitution and government, economic conditions, commerce, agriculture, religion, etc., of the governments of the world. Bibliographies of reference books for each country. Particularly for Great Britain and members of the Commonwealth. Indexed.

STATISTICAL ABSTRACT OF THE UNITED STATES. U.S. Bureau of the Census. Government Printing Office, 1879- (Annual) $15.00, $11.00 pap. An indispensable collection of statistical data culled from the reports of agencies of the United States. Usually gives some retrospective statistics. Classified arrangement. Detailed index.

THOMAS REGISTER OF AMERICAN MANUFACTURERS. Thomas Publishing Company, 1905- (Annual). National purchase guide, supplying names and addresses of manufacturers, producers, importers, and other sources of supply in all lines and in all sections of the United States.

ULRICH'S INTERNATIONAL PERIODICALS DIRECTORY; A classified guide to current periodicals foreign and domestic. Bowker, 1932- (Biennial) $110.00 A very useful classified list of periodicals from many countries. Titles are grouped in subject classifications arranged alphabetically. Entries usually include: title, subtitle, sponsoring group, date of origin, frequency, price, editors, publisher, and place of publication. Supplemented by Ulrich's Quarterly.

UNITED STATES GOVERNMENT MANUAL. Office of the Federal Register. Government Printing Office, 1935- (Annual) $9.00. The official organization handbook of the federal government, giving information on the organization, activities, and current officials of the various departments, bureaus, offices, commissions, etc., with descriptions of quasi-official agencies; and appendixes relating to abolished or transferred agencies, to government publications, etc.

WEBSTER'S NEW GEOGRAPHICAL DICTIONARY. Rev. ed. G. & C. Merriam, 1980. $17.50. A pronouncing dictionary of more than 47,000 geographical names, including not only current but also historical names from Biblical times, ancient Greece and Rome, medieval Europe, World War I and II, etc. Some 15,000 cross references are provided for equivalent and alternate spellings of foreign language names and former names. Gives the usual gazetteer information, e.g., location, area, population, altitudes of mountains, etc. for the largest cities.

WEBSTER'S SECRETARIAL HANDBOOK. G. & C. Merriam, 1983, $10.95. A current and useful secretarial handbook including information on grammar and punctuation.

WORLD ALMANAC AND BOOK OF FACTS. Doubleday, 1868- (Annual) $10.95, $4.95 pap. (World Almanac) The most comprehensive and most frequently useful of the American almanacs of miscellaneous information. Contains statistics on social, industrial, political organizations; societies; historical lists of famous events, etc. Up to date and, in general, reliable; sources for many of the statistics are given. A useful handbook, and one with which the reference worker should familiarize himself thoroughly. Alphabetical index at the front of each volume. Each issue before 1915 had also a short index of notable articles in preceding volumes.

WHO'S WHO IN AMERICA: A BIOGRAPHICAL DICTIONARY OF NOTABLE LIVING MEN AND WOMEN. Marquis, 1899- (Biennial) $118.50, 2v. set. The standard dictionary of contemporary biography, containing concise biographic data, prepared according to established practices, with addresses and, in the case of authors, lists of works. Issued biennially and constantly expanded since 1899. The standards of admission are high, aiming to include the "best-known men and women in all lines of useful and reputable achievement," including (1) those selected on account of special prominence in creditable lines of effort, and (2) those included as a matter of policy on account of official position.

WORLD BOOK ENCYCLOPEDIA. 22 v., illus. Field Enterprises Educational Corporation. A good encyclopedia for young people from elementary grades through high school and popular as a general adult encyclopedia. Alphabetizing is word by word. For the most part the work has short articles on narrow topics, although some long articles are also included. Articles are signed. There are many cross references to related subjects.

Pronunciation is indicated for unusual names and words. Bibliographies are brief but well chosen, sometimes with short annotations. Illustrations and graphs, in color and black-and-white, are clear and pertinent. The final volume is termed a "Research guide/index." It is a general index with some 200 reading and study guides on important topics interspersed through the alphabetical sequence. Supplemented by the WORLD BOOK YEAR BOOK, an annual supplement.

YEARBOOK OF AMERICAN AND CANADIAN CHURCHES. National Council of Churches of Christ in the U.S.A. Abingdon, 1916- (Annual) $17.95 pap. Directory and statistical information on many religious organizations and service agencies; accredited seminaries, colleges, and universities and religious periodicals.

YOUR INCOME TAX. J.K. Lasser. Simon and Schuster, 1937- (Annual) $5.95. Designed to facilitate preparation of income-tax returns. Indexed.

Section 3, ch. 36, SLA 1981, provides: "Administrative regulations adopted under a provision repealed by sec. 2 of this Act remain in effect until amended or repealed by the state Board of Education."

**Sec. 14.56.065. Public library construction grants.** Transferred to AS 14.56.350.

**Revisor's notes.** — This section was renumbered as AS 14.56.350 by the revisor of statutes pursuant to AS 01.05.031.

**Sec. 14.56.070. State museum duties.** Repealed by § 3 ch 192 SLA 1968.

**Editor's notes.** — The repealed section derived from § 57, ch. 98, SLA 1966.

**Sec. 14.56.080. Historical library duties.** The department shall

(1) collect, catalog, and preserve an Alaska collection consisting of books, laws, pamphlets, periodicals, manuscripts, microreproductions, audiovisual materials, etc.;

(2) serve as a depository for state and federal historical publications concerning Alaska;

(3) acquire, catalog, and maintain private papers and manuscripts relative to Alaska which are adjudged worthy of preservation for reference and research purposes;

(4) perform other functions necessary to the operation of a historical library. (§ 57 ch 98 SLA 1966; am § 2 ch 191 SLA 1970)

## Article 2. State Library Distribution and Data Access Center.

Section
90. State library distribution and data access center established
100. Duties of center
110. Regulations
120. Deposit of publications and research data
123. Liaison with center
125. Summaries and indices
130. Other documents required of state agencies
135. Efficiency and computerization
140. [Repealed]
150. Depository library contracts
160. Depository library designations
170. Distribution of state publications and research data
180. Definitions

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**Editor's notes.** — As to findings and purpose of the 1979 amendatory Act, see § 1, ch. 27, SLA 1979, in the Temporary and Special Acts and Resolves.

**Sec. 14.56.090. State library distribution and data access center established.** There is established in the state library the state library distribution and data access center. (§ 1 ch 2 SLA 1970; am § 2 ch 27 SLA 1979)

**Effect of amendments.** — The 1979 amendment substituted "the state library distribution and data access center" for "a state publications library distribution center."

**Sec. 14.56.100. Duties of center.** The center shall, in cooperation with federal, municipal, and private data collection and research efforts, promote the establishment of an orderly depository library and data index distribution and access system. (§ 1 ch 2 SLA 1970; am § 3 ch 27 SLA 1979)

**Effect of amendments.** — The 1979 amendment substituted the language beginning "center shall" and ending "collection and research efforts" for "state publications library distribution center shall" and inserted "and data index distribution and access."

**Sec. 14.56.110. Regulations.** The Department of Education shall adopt regulations necessary to carry out the provisions of AS 14.56.090 — 14.56.180. (§ 1 ch 2 SLA 1970)

**Sec. 14.56.120. Deposit of publications and research data.** (a) Each state agency shall deposit, upon release, at least four copies of each of its state publications in the center. Additional copies of each publication may be requested by the center for deposit in quantities necessary to meet the needs of the depository library system and to provide inter-library service to those libraries not having depository status.

(b) Each state agency shall notify the center of the creation of all data published or compiled by or for it at public expense and provide for its accessibility through the center, unless the data is protected by the constitutional right to privacy or is of a type stated by law to be confidential or the agency is otherwise prohibited by law from doing so.

(c) The center is also a depository for publications of municipalities and regional educational attendance areas, including surveys and studies produced by a municipality or regional educational attendance area or produced for it on contract. Four copies of each publication produced for a municipality or regional educational attendance area may be deposited with the center for record and distribution purposes.

(d) Each municipality or regional educational attendance area may notify the center of the creation of all data published or compiled by or for it at public expense and provide for its accessibility through the center, unless the data is protected by the constitutional right to privacy or is of a type stated by law to be confidential or the municipality or regional educational attendance area is otherwise prohibited by law from doing so.

(e) When a research project or study is conducted for a person by a state agency, a municipality, or a regional educational attendance area, even though no state funding is involved, the state agency, municipality or regional educational attendance area shall request that person for permission to make copies of its final report available to the center under AS 14.56.090 — 14.56.180. If permission is granted, the report shall be deposited with the center. (§ 1 ch 2 SLA 1970; am § 4 ch 27 SLA 1979)

**Effect of amendments.** — The 1979 amendment substituted "in the center" for "with the state library for record and depository purposes in the state publications library distribution center" at the end of the first sentence of subsection (a), rewrote former subsection (b) as present subsection (c), and added present subsections (b), (d) and (e).

**Sec. 14.56.123. Liaison with center.** Each state agency shall and each municipality and regional educational attendance area may designate one of its employees to be responsible for depositing the materials and information specified in AS 14.56.120. (§ 5 ch 27 SLA 1979)

**Sec. 14.56.125. Summaries and indices.** (a) Upon notification of the creation of data under AS 14.56.120, a state agency shall and a municipality or regional educational attendance area may prepare an abstract or summary of it.

(b) The center shall prepare and keep current an index of all publications and data abstracts or summaries on file and shall publish and distribute that index regularly to contracting depository libraries and to other Alaska libraries upon request. (§ 5 ch 27 SLA 1979)

**Sec. 14.56.130. Other documents required of state agencies.** Upon the request of the center, a state agency shall furnish the center with a complete list of its current state publications, data published or compiled by or for it at public expense, and a copy of its mailing or exchange lists. However, data which is protected by the constitutional right to privacy or is of a type stated by law to be confidential or which the agency is otherwise prohibited by law from distributing may not be furnished to the center. (§ 1 ch 2 SLA 1970; am § 6 ch 27 SLA 1979)

**Effect of amendments.** — The 1979 amendment inserted "data published or compiled by or for it at public expense" in the present first sentence and added the second sentence.

**Sec. 14.56.135. Efficiency and computerization.** The center shall, to the extent practicable, avoid duplication, coordinate its activities with other state agencies charged with record-keeping functions, and employ computerization to compile or organize research data and other materials. (§ 7 ch 27 SLA 1979)

**Sec. 14.56.140. List of publications.**

Repealed by § 11 ch 27 SLA 1979.

**Cross references.** — For present provisions covering the subject matter of the repealed section, see AS 14.56.125.

**Editor's notes.** — The repealed section derived from § 1, ch. 2, SLA 1970.

**Sec. 14.56.150. Depository library contracts.** The center may enter into depository contracts with municipal, regional educational attendance area, university or community college libraries, public library associations, state library agencies, the Library of Congress, and other state and federal library systems. The requirements for eligibility to contract as a depository library shall be established by the Department of Education upon the recommendation of the state librarian and shall include and take into consideration the type of library, its ability to preserve publications or data and to make them available for public use, and the geographical location of the library for ease of access to residents in all areas of the state. (§ 1 ch 2 SLA 1970; am § 8 ch 27 SLA 1979)

**Effect of amendments.** — The 1979 amendment, in the first sentence, inserted "regional educational attendance area," deleted [illegible] following "state library agencies," and added "and other state and federal library systems" to the end. The amendment also inserted "or data" in the second sentence.

**Sec. 14.56.160. Depository library designations.** Libraries may be designated as either "complete depository" or "selective depository." A complete depository library shall be sent one copy of every state publication. A selective depository library shall be sent one copy of every publication from the specific state agencies it designates. (§ 1 ch 2 SLA 1970)

**Sec. 14.56.170. Distribution of state publications and research data.** The center may not engage in general public distribution of either (1) state publications or lists of publications or (2) the index of publications and research data. However, unless expressly prohibited by law, the center shall make available to any person, upon request and under procedures established by it, publications, summaries, research data, indices, and other materials in its possession. Reasonable fees for reproduction or printing costs and for mailing and distribution of materials may be charged by the center. (§ 1 ch 2 SLA 1970; am § 9 ch 27 SLA 1979)

**Effect of amendments.** — The 1979 amendment inserted the item (1) designation in the first sentence, added "or (2) index of publications and research data" to the end of the first sentence, and added the second and third sentences.

**Sec. 14.56.180. Definitions.** In AS 14.56.090 — 14.56.180, unless the context otherwise requires,

(1) "center" means the state library distribution and data access center;

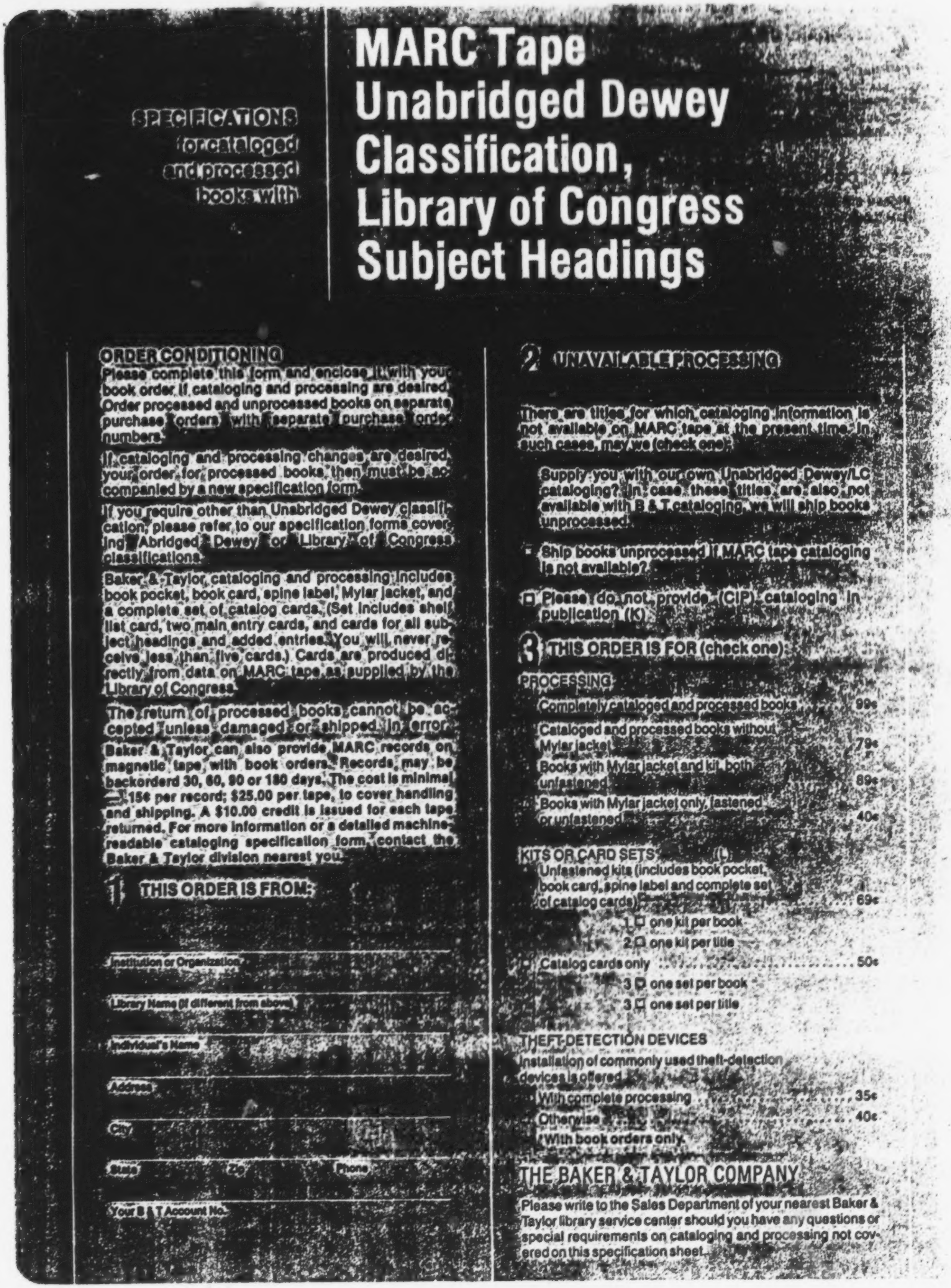
(2) "state agency" includes state departments, divisions, agencies, boards, associations, commissions, corporations and offices, and the University of Alaska and its affiliated research institutes;

(3) "municipal" and "municipality" includes cities and organized boroughs of every class, including municipalities unified under AS 29.68.240 — 29.68.440;

(4) "state publication" includes any official document, compilation, journal, bill, law, resolution, bluebook, statute, code, register, pamphlet, list, book, report, study, hearing transcript, leaflet, order, regulation, directory, periodical or magazine issued or contracted for by a state agency determined by the state librarian to be appropriate for retention in the center;

(5) "research data" or "data" means a representation of facts, concepts or instructions in a formalized manner suitable for communication, interpretation, or processing by humans or by automatic means which was prepared to serve as a basis for reasoning, calculation, discussion or decision and which is determined appropriate for indexing by the state librarian. (§ 1 ch 2 SLA 1970; am § 10 ch 27 SLA 1979)

**Effect of amendments.** — The 1979 amendment substituted "state library distribution and data access center" for "state publications library distribution center" in paragraph (1), added "and the University of Alaska and its affiliated research institutes" to the end of paragraph (2), added "including municipalities unified under AS 29.68.240 — 29.68.440" to the end of paragraph (3), added "determined by the state librarian to be appropriate for retention in the center" to the end of paragraph (4), and added paragraph (5).



**SPECIFICATIONS**
for cataloged
and processed
books with

# MARC Tape Unabridged Dewey Classification, Library of Congress Subject Headings

## ORDER CONDITIONING

Please complete this form and enclose it with your book order if cataloging and processing are desired. Order processed and unprocessed books on separate purchase orders with separate purchase order numbers.

If cataloging and processing changes are desired, your order for processed books then must be accompanied by a new specification form.

If you require other than Unabridged Dewey classification, please refer to our specification forms covering Abridged Dewey or Library of Congress classifications.

Baker & Taylor cataloging and processing includes book pocket, book card, spine label, Mylar jacket, and a complete set of catalog cards. (Set includes shelf list card, two main entry cards, and cards for all subject headings and added entries. You will never receive less than five cards.) Cards are produced directly from data on MARC tape as supplied by the Library of Congress.

The return of processed books cannot be accepted unless damaged or shipped in error.

Baker & Taylor can also provide MARC records on magnetic tape, with book orders. Records may be backorderd 30, 60, 90 or 180 days. The cost is minimal —15¢ per record; $25.00 per tape, to cover handling and shipping. A $10.00 credit is issued for each tape returned. For more information or a detailed machine-readable cataloging specification form, contact the Baker & Taylor division nearest you.

## 1 THIS ORDER IS FROM:

Institution or Organization

Library Name (if different from above)

Individual's Name

Address

City

State Zip Phone

Your B & T Account No.

## 2 UNAVAILABLE PROCESSING

There are titles for which cataloging information is not available on MARC tape at the present time. In such cases, may we (check one):

Supply you with our own Unabridged Dewey/LC cataloging? In case these titles are also not available with B & T cataloging, we will ship books unprocessed.

☐ Ship books unprocessed if MARC tape cataloging is not available?

☐ Please do not provide (CIP) cataloging in publication (K)

## 3 THIS ORDER IS FOR (check one):

PROCESSING

Completely cataloged and processed books ........ 99¢
Cataloged and processed books without Mylar jacket ........ 79¢
Books with Mylar jacket and kit, both unfastened ........ 89¢
Books with Mylar jacket only, fastened or unfastened ........ 40¢

KITS OR CARD SETS (L)

Unfastened kits (includes book pocket, book card, spine label and complete set of catalog cards) ........ 69¢
1 ☐ one kit per book
2 ☐ one kit per title
Catalog cards only ........ 50¢
3 ☐ one set per book
3 ☐ one set per title

THEFT-DETECTION DEVICES

Installation of commonly used theft-detection devices is offered.*
With complete processing ........ 35¢
Otherwise ........ 40¢
*With book orders only.

**THE BAKER & TAYLOR COMPANY**

Please write to the Sales Department of your nearest Baker & Taylor library service center should you have any questions or special requirements on cataloging and processing not covered on this specification sheet.

Appendix IV-17

Items 1, 2 & 3 on page one must be completed.

## 4 STANDARD OR ALTERNATE SPECIFICATIONS

☐ Supply all books according to Baker & Taylor's standard cataloging and processing specifications as described below. If you check this block, DO NOT check any other specifications. If, however, you would like to choose from the wide range of alternate specifications available to you at no additional charge, indicate your requirements by checking the appropriate blocks in Categories 5 through 16.

## CATALOGING SPECIFICATIONS

Please check the standard or alternate specifications you desire for each of the categories listed below. Where you specify an alternate, it will be supplied without additional charge.

---

**CATEGORY**

**ALTERNATES** Supplied without additional charge

### 5 CATALOG CARDS, ALL BOOK CATEGORIES

☐ Headed and numbered catalog cards.

1 ☐ **Unheaded and unnumbered catalog cards. Book card and book pocket complete with author and title, call number omitted. Blank spine label, loose.**

2 ☐ **Headed and unnumbered catalog cards. Book card and book pocket complete with author and title, call number omitted. Blank spine label, loose.**

NOTE: If you have checked either alternate above, do not check Categories 8 through 13.

H ____________

### 6 UNTRACED TITLE CARD

☐ No card for untraced title.

1 ☐ Extra card for untraced title.

M ____________

### 7 MAIN ENTRY CARDS

☐ No extra main entry cards.

1 ☐ One extra main entry card.

2 ☐ Two extra main entry cards.

N ____________

### 8 JUVENILE

☐ No special identification for children's books.

1 ☐ **Fiction:** Upper case "J" and first three letters of author's surname.
**Non-Fiction** (incl. Biography): Lower case "j" before call number.

J ____________

### 9 FICTION

☐ F with first three letters of author's surname.

1 ☐ F with first two letters of author's surname.

2 ☐ F with first letter of author's surname.

3 ☐ F only.

4 ☐ FIC with first three letters of author's surname.

5 ☐ FIC with first two letters of author's surname.

6 ☐ FIC with first letter of author's surname.

7 ☐ FIC only.

8 ☐ First three letters of author's surname only.

9 ☐ First two letters of author's surname only.

A ☐ First letter of author's surname only.

B ☐ No call number.

*C ☐ Dewey number if given on MARC tape, with first three letters of author's surname.

*D ☐ Dewey number if given on MARC tape, with first two letters of author's surname.

*E ☐ Dewey number if given on MARC tape, with first letter of author's surname.

*F ☐ Dewey number only, if given on MARC tape.

* If no Dewey number is given, no call number will appear on components.

B ____________

### 10 NON-FICTION

☐ Dewey number with first letter of author's surname.

1 ☐ Dewey number with first two letters of author's surname.

2 ☐ Dewey number with first three letters of author's surname.

3 ☐ Dewey number only.

4 ☐ No call number.

C

| CATEGORY | STANDARD | ALTERNATES Supplied without additional charge | |
|---|---|---|---|
| **11**<br>**INDIVIDUAL BIOGRAPHY**<br>D | ☐ B with biographee's surname. | 1 ☐ B with first three letters of biographee's surname.<br>2 ☐ B with first two letters of biographee's surname.<br>3 ☐ B with first letter of biographee's surname.<br>4 ☐ B.<br>5 ☐ 92 with biographee's surname.<br>6 ☐ 92 with first three letters of biographee's surname.<br>7 ☐ 92 with first two letters of biographee's surname.<br>8 ☐ 92 with first letter of biographee's surname.<br>9 ☐ 92.<br>A ☐ 921 with biographee's surname.<br>B ☐ 921 with first three letters of biographee's surname. | C ☐ 921 with first two letters of biographee's surname.<br>D ☐ 921 with first letter of biographee's surname.<br>E ☐ 921.<br>F ☐ No call number.<br>G ☐ Dewey number as given on MARC tape, with biographee's surname.<br>H ☐ Dewey number as given on MARC tape, with first three letters of biographee's surname.<br>I ☐ Dewey number as given on MARC tape, with first two letters of biographee's surname.<br>J ☐ Dewey number as given on MARC tape, with first letter of biographee's surname.<br>K ☐ Dewey number only. |
| **12**<br>**COLLECTIVE BIOGRAPHY**<br>E | ☐ 920 with first letter of author's surname. | 1 ☐ 920 with first two letters of author's surname.<br>2 ☐ 920 with first three letters of author's surname.<br>3 ☐ 920.<br>4 ☐ 92 with first letter of author's surname.<br>5 ☐ 92 with first two letters of author's surname.<br>6 ☐ 92 with first three letters of author's surname.<br>7 ☐ 92. | 8 ☐ No call number.<br>9 ☐ Dewey number as given on MARC tape, with first letter of author's surname.<br>A ☐ Dewey number as given on MARC tape, with first two letters of author's surname.<br>B ☐ Dewey number as given on MARC tape, with first three letters of author's surname.<br>C ☐ Dewey number only. |
| **13**<br>**EASY BOOKS**<br>F | ☐ E with first letter of author's surname. | 1 ☐ E with first two letters of author's surname.<br>2 ☐ E with first three letters of author's surname.<br>3 ☐ E.<br>4 ☐ Call numbers same as checked under FICTION category above.<br>5 ☐ No call number.<br>*6 ☐ Dewey number if given on MARC tape, with first letter of author's surname.<br>*7 ☐ Dewey number if given on MARC tape, with first two letters of author's surname. | *8 ☐ Dewey number if given on MARC tape, with first three letters of author's surname.<br>*9 ☐ Dewey number only, if given on MARC tape.<br>*If no Dewey number is given, no call number will appear on components. |

## PROCESSING SPECIFICATIONS

| | | | |
|---|---|---|---|
| **14**<br>**MYLAR JACKET**<br>JA | ☐ Attached to book (dust jacket, when available, inserted into sized Mylar jacket and attached to book.) | 1 ☐ No Mylar jacket. | 2 ☐ Mylar jacket, unfastened. |
| **15**<br>**BOOK POCKET & BOOK CARD**<br>PO | ☐ Complete with author, title, and call number, attached to back flyleaf. | 1 ☐ Attached to front flyleaf. | 2 ☐ Unfastened. |
| **16**<br>**SPINE LABEL**<br>LA | ☐ Complete with call number, attached to spine of book (or dust jacket when available) with bottom of label two inches from bottom of book. | 1 ☐ Blank, unfastened.<br>2 ☐ Printed, unfastened. | 3 ☐ Printed, attached to book, (never on dust jacket). |

## THEFT-DETECTION SPECIFICATIONS

| CATEGORY | STANDARD | ALTERNATES |
|---|---|---|
| 17 | | 3M Tattle-Tape Book Detection System:<br>1 ☐ Type DS—sensitized/desensitized—single adhesive to be inserted in book spine.<br>2 ☐ Type DS—sensitized/desensitized—double adhesive to be inserted between pages in the gutter of the book.<br>3 ☐ Type SS—permanently sensitized—single adhesive inserted in book spine.<br>4 ☐ Type SS—permanently sensitized—double adhesive to be inserted between pages in the gutter of the book.<br>Checkpoint—MKII/Check Labels:<br>5 ☐ Single adhesive—applied behind book pocket.<br>6 ☐ Single adhesive—applied behind book plate.<br>Gaylord/Magnavox—dual purpose detection tags:<br>7 ☐ Pressure-sensitive—placed behind book pocket.<br>8 ☐ Pressure-sensitive—placed behind book jacket cover. |

The sales department of one of these conveniently located library service centers will be happy to fill your orders and give you any assistance you may need.

**EASTERN DIVISION**
50 Kirby Avenue
Somerville, New Jersey 08877
201-722-8000

**SOUTHERN DIVISION**
Mt. Olive Road
Commerce, Georgia 30599
404-335-5000

**WESTERN DIVISION**
380 Edison Way
Reno, Nevada 89564
702-786-6700

**MIDWESTERN DIVISION**
Gladiola Avenue
Momence, Illinois 60954
815-472-2444

B&T

Printed in U.S.A. B-1/81

348

# UNABRIDGED DEWEY CLASSIFICATION WITH SEARS OR L.C. SUBJECT HEADINGS TECH-SERV CATALOGING & PROCESSING

**SPECIFICATION FORM A**

**MAIL WITH ORDER TO:** In U.S.A.: Brodart Books, 500 Arch Street, Williamsport, PA 17705
In Canada: Bro-Dart, 109 Roy Boulevard, Brantford, Ontario N3T 5N3

**PLEASE INDICATE:**
- ☐ This is my first order
- ☐ This is a change to existing specifications (service charge $1.00)

**THIS IS AN ORDER FOR:**
- ☐ Processed Books (complete sections 1-9)
- ☐ Books only (complete sections 1-4, 7 and 8)

**PLEASE SEND ME:**
- ☐ Additional Book Order Forms
- ☐ Additional Specification Forms

## 1. TYPE OF INSTITUTION:

☐ ELEM. ☐ MIDDLE ☐ SEC. ☐ PUBLIC ☐ OTHER______________

## 2. SHIPPING INFORMATION

Ship-To Account Number

Library

Address

City State/Province Zip/Postal Code

## 3. BILLING INFORMATION

Bill-To Account Number

Library

Address

City State/Province Zip/Postal Code

## 4. INVOICING

(An original and two copies are provided)
- ☐ Alpha by title sequence
- ☐ Alpha by author sequence

Other invoicing options are available at no additional charge. For details, contact Books Customer Service at 800-233-8467. In PA 800-692-6211. In Canada 800-265-8450. In British Columbia 112-800-265-8450.

## 6. PROCESSING SPECIFICATIONS

(Do not complete this section if you are ordering "Books Only")

Cataloging Availability (Please check one)
If cataloging is unavailable for any title(s)
- ☐ Ship "Books Only"
- ☐ Supply books with unfastened PLASTI-KLEER™ protective covers........................ 45¢ ea.

Book Card and Pocket (Choose 1 option from each pair)
- ☐ Supply with all books or
- ☐ Supply with all except Reference Books

- ☐ Supply standard book card or
- ☐ Supply notched book card

Book Pocket Location (Please check one)
- ☐ Book pocket glued to front flyleaf
- ☐ Book pocket glued to back flyleaf

*Protective Covers (Please check one)
If cataloged and processed books with covers have been selected, provide:
- ☐ Book covers fastened
- ☐ Book covers unfastened

*Books processed with LYFGUARD, DURALAM™ or GUARDIAN GUARANTEED™ BINDINGS will not receive these protective covers.

**NOTE:** These specifications will be kept on file and all future orders will be processed accordingly unless clearly noted on the order.

## 5. PROCESSING OPTION DESIRED (Check one)

- ☐ Shelf-ready books (completely cataloged and processed with PLASTI-KLEER™ protective covers.)............99¢ ea.
- ☐ Books with loose processing kits and unfastened PLASTI-KLEER protective covers....................92¢ ea.
- ☐ Books with loose kits (kits are inserted into the books). ..............................................72¢ ea.
- ☐ Books with unfastened PLASTI-KLEER protective covers..............................................45¢ ea.

## 7. BINDING OPTIONS

- ☐ Process all books with GUARDIAN GUARANTEED™ BINDING at an additional cost of ............$2.95 per book.
- ☐ Process paperbacks with heavy-duty LYFGUARD covers at an additional cost of ..............$1.45 per book.
- ☐ Convert paperbacks to DURALAM™ hardbound books at an additional cost of ............... $2.75 per book.
- ☐ Supply all books in their original binding.

## 8. BIND PREFERENCE (Please check one)

☐ Library/reinforced ☐ Trade ☐ Paperbacks

OTHER AVAILABLE SERVICES

THEFT DETECTION: Theft detection devices can be included with your processing for an additional 45¢ per book. (For "Books Only" orders, the charge is 50¢ per book.)

CATALOGING KITS ONLY
For full information on these services, call the Books Bid Department Toll Free (800) 233-8467 (PA call (800) 692-6211.)

**Canadian Libraries will be billed in Canadian Currency.**

**NO MINIMUM ORDER REQUIREMENT AT BRODART**

# UNABRIDGED DEWEY CLASSIFICATION WITH SEARS OR L.C. HEADINGS CATALOGING SPECIFICATION FORM A

**9.** Select either the standard or one alternate for each item.

| CATEGORY | | STANDARD | ALTERNATE |
|---|---|---|---|
| SUBJECT HEADINGS | | ☐ Library of Congress | ☐ Sears<br>☐ None |
| CATALOG CARDS (A title card is always provided) | | ☐ Numbered | ☐ Unnumbered |
| | | ☐ One set per book | ☐ One set per title |
| MAIN ENTRY CARDS | 301 | ☐ 2 provided with each card set at no extra charge | ☐ Specify 3-9 per set _____ (first two are included in kit charges; subsequent cards are 4¢ each). |

Provide this quantity of additional catalog card kits @ $.69 per set ____.

Fill in the following sections only if you have chosen numbered cards.

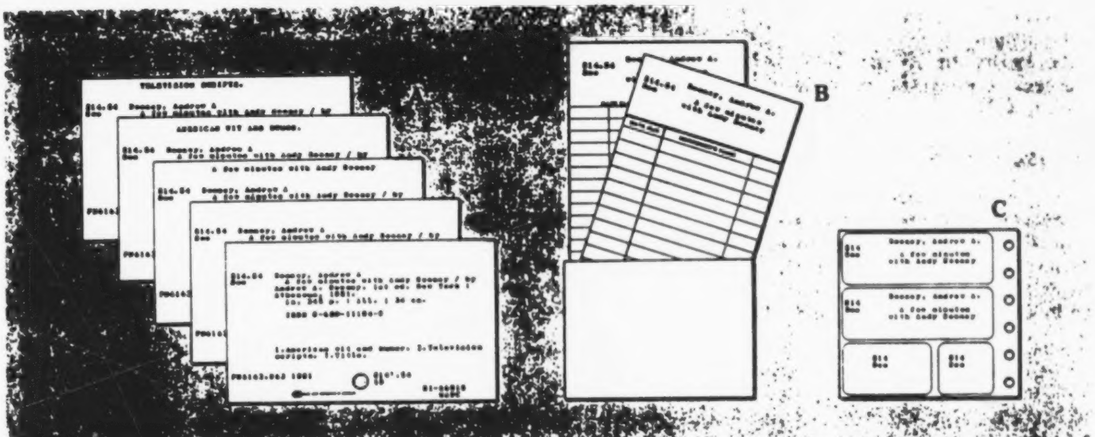
| | | | | |
|---|---|---|---|---|
| FICTION | Classification | 102 | ☐ No classification | ☐ F ☐ Dewey (800-899)<br>☐ FIC<br>☐ FICTION |
| | Author Letters | 110 | ☐ none | ☐ 1 ☐ 2 ☐ 3 |
| NON-FICTION | Classification | 100 | ☐ Unabridged Dewey Number | ☐ No Classification Number |
| | Classification Number Length | 137 | ☐ Not to Exceed Three Digits Past Decimal | ☐ Full Dewey Number<br>☐ Cut At 1st Prime Mark<br>☐ 2nd |
| | Author Letters | 115 | ☐ 1 | ☐ 2 ☐ 3 ☐ none |
| EASY FICTION | Classification | 105<br>106 | ☐ Same as your choice for fiction | ☐ F ☐ FICTION ☐ E<br>☐ FIC ☐ none |
| | Author Letters | 113<br>118 | ☐ Same as your choice for fiction | ☐ 1 ☐ 3<br>☐ 2 ☐ none |
| STORY COLLECTION | Classification | 143 | ☐ Same as your choice for fiction | ☐ SC-3 author letters<br>☐ SC-no author letters<br>☐ none |
| INDIVIDUAL BIOGRAPHY | Classification | 103 | ☐ B | ☐ 92 ☐ Subject Dewey<br>☐ 921 ☐ none<br>☐ Dewey (920-928) |
| | Biographee's Letters | 120 | ☐ Complete surname | ☐ 1 ☐ 3<br>☐ 2 ☐ none |
| | Author Letters | 123 | ☐ Not provided | ☐ 1 ☐ 3<br>☐ 2 ☐ none |
| COLLECTIVE BIOGRAPHY | Classification | 104 | ☐ 920 | ☐ 92 ☐ Subject Dewey<br>☐ Dewey (920-928) ☐ none |
| | Author Letters | 126 | ☐ 1 | ☐ 2 ☐ none<br>☐ 3 |
| PREFIXES | Reference | 143 | ☐ No prefix provided | ☐ R ☐ REF |
| | Juvenile | 141 | ☐ No prefix provided | ☐ J ☐ JUV |

**NOTE:** These specifications will be kept on file and all future orders will be processed accordingly unless clearly noted on the order.

CATALOG CARD CORPORATION OF AMERICA

# LC/MARC General Information

## *Catalog card sets or cataloging kits from MARC tapes… fast, customized, easy to order, economical*



CCC can provide cataloging including card sets and labels (A and C) or complete processing kits including card set (A) and book card and pocket insert with spine label attached (B).

CCC's extensive LC/MARC cataloging data base contains all of the monographic materials in the English language cataloged by the Library of Congress. Also included are those titles appearing in the CIP (Cataloging in Publication) format as well as titles cataloged cooperatively by the Library of Congress and the National Library of Medicine. Some popular titles that were published prior to 1968 are also included.

### AACR2 AND ISBD

Titles cataloged by the Library of Congress according to the ANGLO-AMERICAN CATALOGING RULES, 2nd edition, are identified by the letters "AACR2" in the lower right hand corner of each catalog card. The ISBD (International Standard Bibliographic Description) punctuation is used for these entries. An easily readable typeface incorporating the full ALA character set is used for printing CCC's MARC cataloging.

### CHOICE OF CARD SETS OR COMPLETE PROCESSING KITS

CCC's card set consists of a main entry card, shelf list card, and all added entry cards. Processing labels for the spine of the book, book card, and book pocket are included at no additional charge. Complete processing kits include the set of cards described above plus book cards and book pockets preprinted to your library's specifications. Two spine labels are also provided to accommodate various sized book spines. Extra shelf list cards, main entry cards, and label sets are available to suit your needs. Libraries which require main entry information only may order a main entry card with a set of processing labels at a reduced price.

### A "CUSTOMIZED" SYSTEM

CCC's order form details the many customizing options available. In order for us to accurately enter your card specifications into the CCC system, we ask that you submit a completed order form with your first order. We keep a permanent record of your desired specifications. If you wish to change options or want special options for a particular order, simply show this on your order form. You will find an additional order form in each shipment of catalog cards.

## *Choice of Dewey or LC call numbers with Library of Congress subject headings.*

**EASY TO ORDER**

Use the order form we have supplied for your first order or to note any changes. Send the completed order form to us along with the LC card numbers of the books for which you need cataloging. No special forms or slips are required. You may use typed or legible handwritten lists, multi-copy order forms or LC's form. In place of LC card numbers you do not have for recent books, try the 10 digit ISBN. Titles accessible on MARC by ISBN date back to 1971.

**ORDER FULFILLMENT**

CCC receives weekly tapes of cataloging information from the Library of Congress. These new titles are added to our data base and become available immediately. The last card that you receive in your shipment will list the LC card numbers or ISBN's of the books that you ordered which are not yet in the MARC data base. A searching fee is charged only for those items requested which have a pre-1968 publication date and for which no cataloging is found. All other titles are cancelled at no charge. Because there are no back orders, your order is complete when shipped. For best service we recommend you resubmit the newer titles after 30 days in case they have been added to the MARC data base since your last order.

**FAST SERVICE**

Your order is processed and shipped within four to six working days. We ship most orders via UPS in our sturdy shipping cartons. Freight charges are figured by our computer, prepaid, and added to your invoice.

**FLEXIBLE BUDGETING**

To assist your budget needs, CCC offers prepaid certificates for any dollar value which are redeemable for cataloging. Purchased in advance and used when placing an order, certificates eliminate the need to issue purchase orders and checks for many smaller orders. Many of our customers have found this to be an easy way to use remaining budget money near the end of the fiscal or budget year. Certificates may then be used in the next budget year with no risk of losing unencumbered monies. Another way to prepay is to simply send a check for the estimated amount of the order. If you have overpaid, we will reimburse you with certificates. If a balance is due, it will appear on the two copies of the invoice sent with your shipment. Please pay from the invoice since no statements are sent.

***Our customer service department is eager to respond to your inquiries. There is no charge for your call.***

**1-800-328-2923.**

***(In Minnesota, Alaska, and Canada, call collect at 612-894-5770.)***

CATALOG CARD CORPORATION OF AMERICA
P.O. Box 1276 • Burnsville, MN 55337

# LC/MARC
# PRICE LIST & ORDER FORM

# CATALOG CARD CORPORATION

# CATALOG CARDS & LABELS

## LC/MARC PRICE LIST April 1983

**CATALOG CARDS AND LABELS**

| | | |
|---|---|---|
| Main entry card and labels | | 52¢ |
| Card set (main entry, shelf list & added entries) and labels | | 62¢ |

**ADDITIONAL CATALOGING SERVICES**

| | | |
|---|---|---|
| Extra main entry cards | per additional main entry | 4¢ |
| Extra labels | per set | 15¢ |
| Kit (book pocket and book card) | per kit | 13¢ |
| Pre '68 titles **FOUND** | regular prices, no additional charge | |
| Pre '68 titles **NOT FOUND** | each title searched | 6¢ |

Prices subject to change without notice.

## LC/MARC ORDER FORM

If you have additional instructions, please write them on a separate piece of paper and attach to this form.

Mail to: **CATALOG CARD CORPORATION**
**1300 E. 115th Street**
**Burnsville, MN 55337**

Attach a list of LC card numbers or ISBN's for each title.

**Bill to:**

**Ship to:** ☐ Same as Bill to

My phone is ( )________ __Best time to call ______ Person to contact ______________________

I wish to order CATALOG CARDS AND LABELS without books (check one of the following):

- ☐ Catalog card sets and labels only
- ☐ Main entry card and labels only (1A-M)
- ☐ Catalog card sets and labels with kits (book pockets and book cards) (1F-K)
- ☐ Main entry cards and labels with kits (book pockets and book cards) (1A-M,1F-K)

**(ORDER FORM CONTINUES ON THE FOLLOWING PAGES)**

• DEWEY/LC • LC/LC • DEWEY/LC • LC/LC • DEWEY/LC • LC/LC • DEWEY/LC • LC/LC • DEWEY/LC • LC/LC • DEWEY/LC • LC/LC • DEWEY/

## SECTION A—CATALOGING INSTRUCTIONS: (Fill in Section A below)

**(NOTE: Standards are indicated by solid blocks. Check your preference for each of the options.)**

Provide cataloging
- ■ Once per title (1C-1, 1D-1)
- ☐ In the quantity indicated by each title
- ☐ In the quantity of cataloging indicated here ________ and the quantity of label sets indicated by each title (1C_____)
- ☐ In the quantity of label sets indicated here ________ and the quantity of cataloging indicated by each title (1D_____)

Cataloging in Publication (CIP)
- ■ Supply cards with CIP data
- ☐ Do not supply cards with CIP data (1G-N)

Sorting instructions
- ■ Do not sort (return as ordered)
- ☐ Alphabetically by author (Customer must supply author when ordering) (1E-A)
- ☐ Alphabetically by title (Customer must supply first word of title when ordering) (1E-B)
- ☐ Numerical sequence (1E-L)

## SECTION B-1—LC CLASSIFICATION—CALL NUMBER PROFILE

If you fill in this section, DO NOT fill in SECTION B-2.

- ☐ Check here if this is your first order and fill in the options below.
- ☐ Check here if you wish to change options for this and all future orders. Be sure to indicate your choices below for all options.
- ☐ Check here if you wish to change options for this order only, retaining your previous instructions in our file. Be sure to indicate your choices below for all options.
- ☐ Check here if you wish to receive your options as stored in our file.

**(NOTE: Standards are indicated by solid blocks. Check your preference for each of the options.)**

1. ☐ Do not print call number in margin. (Omit numbers 2-6 below.) (4B-N)
2. (Example) BL42.5.G7L58 1976 vol. 2

| ■ Use standard format printed below | ☐ Use format printed below (4A-V) | ☐ Use LC class number only (4U-C) | ☐ Use my format printed below |
|---|---|---|---|
| BL | BL | BL | __________ |
| 42.5 | 42.5 | 42.5 | __________ |
| .G7 | .G7 | .G7 | __________ |
| L58 | L58 | | __________ |
| 1976 | 1976 | | __________ |
| vol. 2 | v.2 | | __________ |

**3. Series or Monographic Call Number**
- ■ Print series LC number in margin.
- ☐ Print monographic LC number in margin when provided. (4S-2)

**4. Fiction Call Number**
- ■ Print LC number in margin. (PZ)
- ☐ Print alternate LC number in margin when provided. (PR, PS) (4E-A)
- ☐ Print alternate LC number in margin only or leave blank. (4E-X)
- ☐ Print F in place of call number. (4E-1)
- ☐ Print Fic in place of call number. (4E-2)
- ☐ Print Fiction in place of call number. (4E-3)
- ☐ Leave margin blank for fiction only. (4E-4)

**5. Juvenile**
- ■ Do not print a juvenile indicator.
- ☐ Print J above call numbers designated juvenile by the Library of Congress. (4G-J)
- ☐ Print J above every call number in order. (4F-J)
- ☐ Print E in place of every call number in order. (4F-E)

**6. Reference**
- ■ Do not print a reference indicator.
- ☐ Print Ref above every call number in order. (4F-4)

## SECTION B-2—DEWEY CLASSIFICATION—CALL NUMBER PROFILE

If you fill in this section, DO NOT fill in SECTION B-1.

☐ Check here if this is your first order and fill in the options below.

☐ Check here if you wish to change options for this and all future orders. Be sure to indicate your choices below for all options.

☐ Check here if you wish to change options for this order only, retaining your previous instructions in our file. Be sure to indicate your choices below for all options.

☐ Check here if you wish to receive your options as stored in our file.

**(NOTE: Standards are indicated by solid blocks. Check your preference for each of the options.)**

1. ☐ Do not print call number in margin. (Omit numbers 2 through 10 below.) (4B-N)
2. ☐ Print full Dewey classification in margin (up to 10 digits past the decimal). (4A-D)
   ☐ Print abbreviated (cut at first prime) Dewey classification in margin. (4A-A)
   ☐ Print abbreviated (cut at second prime) Dewey classification in margin. (4A-B)
   Print the number of digits past the decimal as indicated below.
   ☐ No digits past the decimal ☐ One digit ☐ Two digits ☐ Three digits
   ☐ Four digits ☐ Five digits ☐ Six digits ☐ Seven digits
   ☐ Eight digits ☐ Nine digits (4A)

**3. Series or Monographic Call Number**
■ Print series Dewey number in margin.
☐ Print monographic Dewey number in margin when provided. (4S-2)

**4. Number of main entry letters below class number**
☐ No letter ☐ One letter ☐ Two letters ■ Three letters ☐ Four letters
☐ Five letters ☐ Six letters ☐ Seven letters (4H)

**5. Individual Biography Call Number** (If B, 92, or 921 chosen, collective biography has call number of 920.)
☐ B over letters selected in number 6. (4I-1)
☐ 92 over letters selected in number 6. (4I-2)
☐ 921 over letters selected in number 6. (4I-3)
■ Dewey number selected in number 2 or 3 over letters in number 4.

**6. Number of letters of biographee's name to be used if B, 92, or 921 chosen in number 5. (4N)**
☐ No letter
☐ One letter
☐ Two letters
☐ Three letters
☐ Four letters
☐ Five letters
☐ Six letters
☐ Seven letters

**7. Fiction Call Number**
☐ F over letters selected in number 4 or 8. (4J-1)
☐ Fic over letters selected in number 4 or 8. (4J-2)
☐ Fiction over letters selected in number 4 or 8. (4J-3)
☐ Main entry letters only from number 4 or 8. (4J-4)
☐ Leave margin blank for fiction only. (4J-5)
■ Dewey number selected in number 2 or 3 over letters in number 4.

**8. Number of main entry letters used with fiction if different than number 4. (4M)**
☐ No letter
☐ One letter
☐ Two letters
☐ Three letters
☐ Four letters
☐ Five letters
☐ Six letters
☐ Seven letters

**9. Juvenile**
■ Do not print a juvenile indicator.
☐ Print J above call numbers designated juvenile by the Library of Congress. (4L-J)
☐ Print J above every call number in order. (4F-J)
☐ Print E in place of every call number in order. (4F-E)

**10. Reference**
■ Do not print a reference indicator.
☐ Print Ref above every call number in order. (4F-4)

## SECTION C—PROFILE FOR CARD SETS:

If main entry cards were selected on page 1, omit this section.

1. Extra Main Entries

CHECK ONE COLUMN ONLY

■ No extra per title
☐ One extra per title
☐ Two extra per title
☐ Three extra per title
☐ Four extra per title
☐ Five extra per title
☐ Six extra per title
☐ Seven extra per title
☐ Eight extra per title
☐ Nine extra per title
(2A______)

■ No extra per set
☐ One extra per set
☐ Two extra per set
☐ Three extra per set
☐ Four extra per set
☐ Five extra per set
☐ Six extra per set
☐ Seven extra per set
☐ Eight extra per set
☐ Nine extra per set
(2B______)

2. ■ Print subject headings at top of cards.
   ☐ Do not print subject headings at top of cards. (2C-N)
3. ■ Print author added entries at top of cards.
   ☐ Do not print author added entries at top of cards. (2D-N)
4. ■ Print title added entries at top of cards.
   ☐ Do not print title added entries at top of cards. (2E-N)
5. ■ Print series added entries at top of cards.
   ☐ Do not print series added entries at top of cards. (2F-N)
6. Heading Indention in Relation to Main Entry.
   ■ Indent each line 2 spaces.
   ☐ Do not indent first line but indent second and third line 2 spaces. (2G-2)
   ☐ Indent first line 2 spaces and second and third line 4 spaces. (2G-3)

## SECTION D—OPTIONS FOR CONTENT OF CARDS:

3C's "Basic" cataloging consists of complete bibliographic description through the series note (if present), ISBN, binding, bibliographic price, Library of Congress subject headings and all added entries. If 3C's "Basic" cataloging fits your library's needs, omit this section.

Standards are indicated by solid blocks. If optional data is desired, check "Customized" below and choose optional data from the following. (If all optional data is desired, check "Include all optional data" and omit numbers 1 through 11 below.)

■ Basic

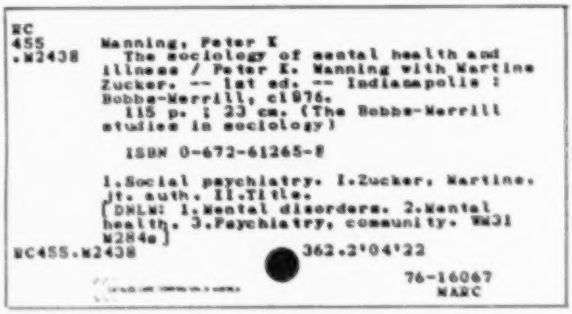
☐ Include all optional data (Omit numbers 1 through 11 below) (3A-A)

☐ Customized (Select Data desired from numbers 1 through 11 below) (3A-C)

1. ISBN, Binding, Bibliographic Price
   - ☐ Do not include on cards. (3B-N)
   - ■ Include on cards.
2. General Notes
   - ■ Do not include on cards.
   - ☐ Include on cards. (3C-Y)
3. Bibliographic Notes
   - ■ Do not include on cards.
   - ☐ Include on cards. (3G-Y)
4. Content Notes
   - ■ Do not include on cards.
   - ☐ Include on cards. (3H-Y)
5. Annotation or Abstract
   - ■ Do not include on cards.
   - ☐ Include on cards. (3J-Y)
6. "Bound With" Notes
   - ■ Do not include on cards.
   - ☐ Include on cards. (3D-Y)
7. Dissertation Notes
   - ■ Do not include on cards.
   - ☐ Include on cards. (3E-Y)
8. Superintendent of Documents Number
   - ■ Do not include on cards.
   - ☐ Include on cards (3I-Y)

**Subject Headings, if the Library of Congress provides more than one type.**

9. "Juv. lit." Subdivision
   - ☐ Do not include "—Juv. lit." subdivision on cards (30-N)
   - ■ Include "—Juv. lit." subdivision on cards when provided by LC.
10. Annotated Card (Juvenile) Subject Headings.
    - ■ Do not include in tracings.
    - ☐ Include in tracings in addition to Library of Congress subject headings. (3K-M, 3M-Y)
    - ☐ Include in tracings as the only subject headings when provided by LC. (3L-N, 3M-Y)
11. National Library of Medicine Subject Headings
    - ■ Do not include in tracings.
    - ☐ Include in tracings *in addition* to Library of Congress subject headings. When this option is chosen, the NLM subject headings and call number will appear in brackets following the LC subject headings in the tracings. (See example #1 below.) The LC call number will be printed in the left margin of the card. (3K-M, 3N-Y)
    - ☐ Include in tracings as the *only* subject headings *when provided* by LC. When this option is selected, the NLM subject headings will be the only subject headings printed in the tracings. They will appear without brackets. (See example #2 below.) The NLM call number will print in the left margin of the card if LC classification is selected in Section B-1. On those entries without NLM data, the LC call number and subject headings will be printed instead. (3L-N, 3N-Y)



RC
455
.M2438

Manning, Peter K
The sociology of mental health and illness / Peter K. Manning with Martine Zucker. -- 1st ed. -- Indianapolis : Bobbs-Merrill, c1976.
115 p. ; 23 cm. (The Bobbs-Merrill studies in sociology)

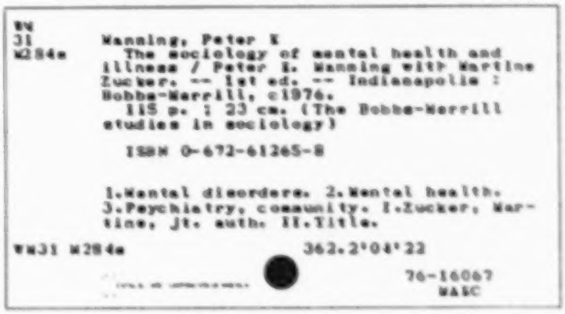
ISBN 0-672-61265-8

1.Social psychiatry. I.Zucker, Martine, jt. auth. II.Title.
[DNLM: 1.Mental disorders. 2.Mental health. 3.Psychiatry, community. WM31 M284s]

RC455.M2438 362.2'04'22

76-16067
MARC

Example #1 with NLM data in addition to LC subject headings and call number. The second option in #11 above.



WM
31
M284s

Manning, Peter K
The sociology of mental health and illness / Peter K. Manning with Martine Zucker. -- 1st ed. -- Indianapolis : Bobbs-Merrill, c1976.
115 p. ; 23 cm. (The Bobbs-Merrill studies in sociology)

ISBN 0-672-61265-8

1.Mental disorders. 2.Mental health. 3.Psychiatry, community. I.Zucker, Martine, jt. auth. II.Title.

WM31 M284s 362.2'04'22

76-16067
MARC

Example #2 with NLM data in place of LC subject headings and call number. The third option in #11 above.

CATALOG CARD CORPORATION OF AMERICA
1300 E. 115th Street • Burnsville, MN 55337
Phone: (612) 894-5770
(800) 328-2923

# FOLLETT LIBRARY BOOK COMPANY
# CUSTOMIZED
# CATALOG KIT - SHELF-READY PROCESSING

Name of person originating this purchase order ____________________

Business phone number ____________________ (in case of question) Our order MUST NOT EXCEED $ ____________________

1. BILL TO : Purchase Order # ____________________
School or Library ____________________
School District ____________________
Address ____________________
City __________ State ______ Zip __________
ATTENTION : ____________________
Person to contact for cataloging questions

2. SHIP TO : (if different)
Destination ____________________
Or School Name ____________________
Address ____________________
City __________ State ______ Zip __________
ATTENTION : ____________________

Circle Desired Invoice Sequence : Title Author Publisher Original Sequence ____ # Copies of invoice needed

LISTED BELOW ARE PROCESSING AND CATALOGING OPTIONS THAT SUPPORT THE BOOK TRAK LIBRARY MANAGEMENT SYSTEM AND FOLLETT'S EXCLUSIVE ACCESSION # SERVICE.

- ☐ **I have completed the option sheet on the reverse page.**
- ☐ **I am a Book Trak user. I have filled out the Book Trak Option Sheet (see page 5).**
- ☐ **I am an Accession # user. Please start sequence at #_ _ _ _ _ _ _(limited 7 characters).**

## CATALOGING: CHOOSE ONE OF THE OPTIONS BELOW AND SAVE $$$!

WE WANT: SHELF-READY PROCESSED BOOKS

1. ☐ @ 93¢ Complete Shelf-Ready Processing includes: Mylar Jacket, Book Pocket, Borrower's Card, Spine Label. All affixed to your specifications. Also, includes 7 laser printed catalog cards (check pocket location and method for affixing mylar, below).
   PLEASE FASTEN MYLAR WITH: ☐ Tape ☐ Glue ☐ Unfastened ON ☐ All books ☐ Books with dust jackets only (check pocket location below)
2. ☐ @ 79¢ Complete Shelf-Ready Processing without Mylar Jacket includes Protective Tape over spine label
   POCKET LOCATION Select One: ☐ Back Flyleaf ☐ Front Flyleaf ☐ Back Inside Cover ☐ Front Inside Cover ☐ Unfastened
   ☐ Extra Shelf List Card @ 05¢ (available with options 1, 2 & 4)

NOTE : ☐ If you have chosen to leave your pockets and mylar unfastened, indicate here if you want your spine labels unfastened also. Otherwise, they will automatically be attached.

WE WANT: DO-IT-YOURSELF CATALOG KITS

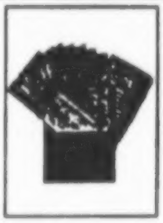
4. ☐ Per title ☐ Per book @ 53¢ Complete Catalog Kit Includes: Self-Adhesive Book Pocket, Borrower's Card, 2 Spine Labels, 7 laser printed catalog cards.

## OR

### CHOOSE ONLY WHAT YOU NEED

☐ YOU-DO-IT YOURSELF PROCESSING ☐ WE-DO-IT-FOR-YOU PROCESSING (•20¢ Handling Charge)

•MYLAR JACKET ☐ @ 33¢ PLEASE FASTEN MYLAR WITH: ☐ Tape ☐ Glue ☐ Unfastened on ☐ All books ☐ Books with dust jackets only
CATALOG CARDS ☐ @ 43¢ 7 laser printed cards EXTRA SHELF LIST CARD ☐ @ 05¢
BORROWER'S CARD ☐ @ 08¢
BOOK POCKET ☐ @ 17¢ Select One: ☐ •Back Flyleaf ☐ •Front Flyleaf ☐ •Back Inside Cover ☐ •Front Inside Cover ☐ Unfastened
SPINE LABEL ☐ @ 10¢ ☐ Unfastened (no label protector) OR •☐ Fasten to spine w/label protector



**All our book pockets are self-adhesive.**
Simply peel off the backing and affix to book. Be careful--once it's down, it's stuck.

**At no additional charge.**
We will print the name of your school, or whatever wording you prefer.
Fill in the boxes the way you want your pockets to appear.
**Limit: 2 lines--30 letters, numbers and spaces per line**
(Book Trak Users : First line of this information will appear on your barcode labels.)

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

PHONE TOLL-FREE
800-435-6170
In Illinois,
call collect:
(815)455-1100

FLB

☐ THEFT DETECTION SYSTEM
Available @ 45¢ per book.
Circle One: 3-M Gaylord Knogo Checkpoint (Frequency #______)

GCR684

PROCESSED BOOKS ARE NOT RETURNABLE, IF PROCESSED ACCORDING TO [illegible]
Prices are subject to change without notice.

# CATALOG KIT OPTIONS

All catalog cards are produced by our in-house LASER PRINTER.
If you want Standard Cataloging, simply check the shaded area below.
Standard Cataloging will be used if no other options are checked

☐ 1. COMPLETE STANDARD CATALOGING. All cards with headings, class number and annotations.
Standard Cataloging is the first option under each classification below.
☐ USE OPTIONS ON FILE FROM MY LAST ORDER

### 2. FICTION

☐ E with first three letters of author's surname (Standard).
1. ☐ FIC with first three letters of author's surname.
2. ☐ First three letters of author's surname only.
3. ☐ No call number.
4. ☐ Catalog cards unmarked, pocket and book cards unmarked, spine label with FIC and first three letters of author's surname.
5. ☐ F with first two letters of author's surname.
6. ☐ FIC with first two letters of author's surname.
7. ☐ First two letters of author's surname only.
8. ☐ F with first letter of author's surname.
9. ☐ FIC with first letter of author's surname.
A. ☐ F only.
B. ☐ FIC only.
C. ☐ First letter of author's surname only.
D. ☐ Author's surname only.
E. ☐ F with author's surname.
F. ☐ FIC with author's surname.

### 3. NON-FICTION

☐ Class number with first letter of author's surname (Standard)
1. ☐ Class number with first three letters of author's surname.
2. ☐ Class number with first two letters of author's surname.
3. ☐ No call number.
4. ☐ Class number only.
5. ☐ Class number with author's name.

### 4. INDIVIDUAL BIOGRAPHY

☐ 92 with first three letters of biographee's surname (Standard)
1. ☐ B with first three letters of biographee's surname.
2. ☐ 921 with first three letters of biographee's surname.
3. ☐ No call number.
4. ☐ B with first two letters of biographee's surname.
5. ☐ 92 with first two letters of biographee's surname.
6. ☐ 921 with first two letters of biographee's surname.
7. ☐ B with first letter of biographee's surname.
8. ☐ 92 with first letter of biographee's surname.
9. ☐ 921 with first letter of biographee's surname.
A. ☐ B with biographee's surname.
B. ☐ B only.
C. ☐ 92 with biographee's surname.
D. ☐ 92 only.
E. ☐ 921 with biographee's surname.
F. ☐ 921 only.

### 5. COLLECTIVE BIOGRAPHY

☐ 920 with first letter of author's surname (Standard)
1. ☐ 920 with first three letters of author's surname.
2. ☐ 920 with first two letters of author's surname.
3. ☐ BC with first three letters of author's surname.
4. ☐ No call number.
5. ☐ 920 with author's surname.
6. ☐ BC with author's surname.

### 6. EASY BOOKS

☐ E with first letter of author's surname (Standard)
1. ☐ E only.
2. ☐ E with first three letters of author's surname.
3. ☐ First letter of author's surname.
4. ☐ First three letters of author's surname.
5. ☐ E with first two letters of author's surname.
6. ☐ First two letters of author's surname.
7. ☐ No call number.
8. ☐ Follow Fiction Coding Options.
9. ☐ E with author's surname.
A. ☐ Author's surname only.

### 7. SPECIAL CLASSIFICATION OPTIONS

1. ☐ J above call number for all K-3 books.
2. ☐ J above call number for all K-8 books.
3. ☐ J above call number for all K-3 books (except Easy Books).
4. ☐ J above call number for all K-8 books (except Easy Books).

### 8. STORY COLLECTIONS

☐ 808.8 with first three letters of author's surname (Standard)
1. ☐ SC with first letter of author's surname.
2. ☐ SC with first three letter's of author's surname.
3. ☐ No call number.
4. ☐ SC with first two letters of author's surname.
5. ☐ SC only.
6. ☐ Follow Fiction Coding Options.
7. ☐ 808.8 with author's surname.
8. ☐ SC with author's surname.
9. ☐ Author's surname only.

### 9. FOREIGN LANGUAGE OPTIONS

☐ Class number assigned by subject (Standard)
1. ☐ Language code with first letter of author's surname.*
2. ☐ Language code with first two letters of author's surname.*
3. ☐ Language code with first three letters of author's surname.*
4. ☐ Language code only: FR/SP/VN/KN, etc.*
5. ☐ Language class number only for all foreign books.
6. ☐ Language class number with first letter of author's surname.
7. ☐ Language class number with first two letters of author's surname.
8. ☐ Language class number with first three letters of author's surname.
9. ☐ Language code above class number assigned by subject.

*Language Codes include French, Spanish, Vietnamese, Korean, etc.

### 10. REFERENCE

☐ Class number assigned by subject (Standard)
1. ☐ R above assigned class number.
2. ☐ REF above assigned class number.
3. ☐ R only.
4. ☐ REF above the assigned class number with first three letters of author's surname.
5. ☐ REF above the assigned class number with first two letters of author's surname.
6. ☐ REF above the assigned class number with first letter of author's surname.
7. ☐ R above the assigned class number with first letter of author's surname.
8. ☐ R above the assigned class number with first two letters of author's surname.
9. ☐ R above the assigned class number with first three letters of author's surname.

**IF ANY OF THE ABOVE OPTIONS ARE CHECKED DO NOT CHECK 1 OR 2 BELOW.**

### 11. ALTERNATE OPTIONS

☐ We do not want alternate options
1. ☐ All cards annotated without headings or call numbers.
2. ☐ All cards annotated with headings and without call numbers.

FOLLETT LIBRARY BOOK COMPANY
4506 Northwest Highway
Crystal Lake, Illinois 60014

Toll Free Number 800-435-6170
In Illinois Call Collect 815-455-1100

CCR884

# Catalog Cards

Library of Congress
Cataloging Distribution Service
1985

359

## SUMMARY

**Scope of Service**

The Cataloging Distribution Service (CDS) of the Library of Congress (LC) accepts orders for over 7 million bibliographic records for books (monographs and series), maps, music, atlases, documents, audiovisual materials, and serial publications. The card service provides an eight-card set of unit-record cards for each title.

**Opening an Account**

To order cards you must have an active account with CDS. You may open an account by using the CDS New Account Application form included in this brochure. This account may be used for any product or service offered by CDS.

If your account has been inactive for three years or more, please complete the New Account Application.

**Placing Card Orders**

Card orders should be submitted to CDS on the machine-readable order forms that are supplied free of charge when your account is established.

**Payment**

Payment for products and services should be made by check or money order payable to "Chief, CDS". Postage stamps cannot be accepted. Cash should not be sent.

**Telephone Numbers**

| | |
|---|---|
| General CDS product information | (202) 287-6171 |
| New accounts and ordering information | (202) 287-6100 |
| Bills, credits, and payments | (202) 287-6104 |

All correspondence regarding products or services should be directed to:

Customer Services Section
Cataloging Distribution Service
Library of Congress
Washington, D.C. 20541

LIBRARY OF CONGRESS
CATALOGING DISTRIBUTION SERVICE
NEW ACCOUNT APPLICATION

Mailing
Name and Address ______________________________

______________________________

______________________________

Telephone Number (        ) ________ - ________

Billing
Name and Address ______________________________

______________________________

______________________________

Number of invoices required________ Number of bills required ______

Yearly purchase order number (if applicable) ______________

Please indicate preference:

Variation in edition: Yes______ No______

I am authorized to open this account for the purchase of materials.

Name (please print):______________________________

Title (please print):______________________________

Authorized Signature:______________________ Date __________

Send Application to: Customer Services Section
Cataloging Distribution Service
Library of Congress
Washington, D. C. 20541

**Ordering Audiovisual Cards**

CDS provides cards for educational motion picture and filmstrip titles including government films, new productions, and other films still in use. Also available are cards for sets of transparencies, slide sets, and sound recordings of all types. Cards for phonorecords are limited to those current releases, beginning January 1953, regardless of size or speed, considered to be of the greatest interest to libraries.

Regular CDS card order forms should be used for ordering cards for audiovisual materials. Please note:

1. If the LCCN is available and indicated, only brief identifying information is needed for the author, title, and publisher.
2. If the LCCN is not known, complete bibliographic information should be provided, i.e., the author or composer, title, place, producer or manufacturer, date, edition, and series as appropriate.
3. Composers or editors should appear on the author line of the card order form; titles should be included in the space provided.
4. Format should be indicated after the title, i.e., filmstrip, motion picture, phonorecord, etc.
5. The publisher line should indicate the producer of the material.
6. Use the line immediately beneath the title line for the manufacturer's prefix letter(s) and the manufacturer's record numbers (i.e., label and record number).

**Ordering Series Cards**

Customers ordering cards for titles that appear as part of a series must use the regular CDS card order forms adapting the information for series. Please note:

1. If you require only the main card for the entire series, "Main Card Only" should be written on the order form.

# A BIBLIOGRAPHY OF SELECTION TOOLS

Mary Nicolson
Collection Development
Steering Committee
March 1984

This bibliography includes some of the more common selection tools used by libraries. Many of these titles will be on display at the Collection Development Table in the Exhibit Area. Reviews of these titles can be found in Katz's Magazines for Libraries or Wynar's Recommended Reference Books for Small and Medium-sized Libraries and Media Centers. Other sources which are often consulted when selecting materials for purchase are professional journals, publishers' catalogs, and specialized bibliographies prepared by other libraries, associations, etc.

The titles included here are all currently in print and should be generally available. Contact your Regional Resource Library Coordinator, the State Library, or any member of the Steering Committee if you need more information about which selection sources might be best for you to use in your library. They can also help provide more complete ordering information. Prices included here reflect 1983 prices.

## KEY

P = Public
S = School
A = Academic

All lists will have some overlaps. When a source is specifically intended to assist in book selection for a particular type of library, an identifier (see key) will be included after the citation.

## BOOKS

A to Zoo: Subject Access to Children's Picture Books. by Carolyn W. Lima. Bowker. 1982. $29.95 P, S

American Reference Books Annual (ARBA). Ed. by Bohdan S. Wynar. Libraries Unlimited. Annual. $47.50. P, S, A

Babies Need Books. by Dorothy Butler. Atheneum. 1982. $10.95 P

Best Books for Children. 2nd ed. Ed. by John T. Gillespie and Christine B. Gilbert. Bowker. 1981. $29.95. P, S

The Best of Children's Books, 1964-1978. Library of Congress (distributed by USGPO). 1980. $3.75 P, S

| | |
|---|---|
| Books and the Teenage Reader. 2nd rev. ed. Ed. by G. Robert Carlson. Harper and Row. 1980. $13.50 | P, S |
| Books for College Libraries. 6 vols. 2nd ed. Association of College and Research Libraries, American Library Association. 1975. $80.00/set | A |
| Books for Secondary School Libraries. 6th ed. National Association of Independent Schools. 1981. $29.95 | S |
| Books for Today's Children: an Annotated Bibliography of Non-stereotype Picture Books. by Jeanne Bracken. Feminist Press, 1979. $3.95 | P, S |
| Books on American Indians and Eskimos: a Selection Guide for Children and Young Adults. Ed. by Mary Jo Lass-Woodrin. ALA. 1977. $25.00 | P, S |
| Children and Books. 6th ed. by Zena Sutherland. Scott, Foresman. 1981. $24.50 | P, S |
| Children's Catalog. 14th ed. H. W. Wilson. 1981 and supplements. $54.00 | P, S |
| Core Media Collection for Elementary Schools. 2nd ed. Bowker. 1978. $18.95 | S |
| Core Media Collection for Secondary Schools. 2nd ed. Ed. by Lucy Gregor Brown. Bowker. 1979 $18.95 | S |
| Educational Film Locator. 2nd ed. Bowker. 1980. $50.00 | P, S, A |
| Elementary School Library Collection. 14th ed. Brodart. 1984. $69.95 | S |
| Fiction Catalog. 10th ed. H. W. Wilson. 1980. $70.00 | P, S, A |
| Gateways to Readable Books. 5th ed. Ed. by Dorothy Withrow. H. W. Wilson. 1975. $14.00 | P, S |
| Guide to Reference Books for School Media Centers. Ed. by Christine L. Wynar. Libraries Unlimited. 1981. $28.50 | S |
| Guide to Reference Books. 9th ed. Ed. by Eugene P. Sheehy. ALA. 1976. $40.00<br>1st Suppl. 1980. $15.00<br>2nd Suppl. 1982. $15.00 | P, S, A |

| | |
|---|---|
| Guides to Educational Media. 4th ed.<br>Ed. by Margaret I. Rufsvold. ALA. 1977. $6.00 | P, S, A |
| High Interest-Easy Reading for Junior and Senior High School Students. Rev. Ed.<br>National Council of Teachers of English. 1975. $3.85 | S |
| Junior High School Library Catalog. 4th ed.<br>H. W. Wilson. 1980 and supplements. $62.00 | S |
| Let's Read Together: Books for Family Enjoyment.<br>4th ed. ALA. 1981. $5.00 | P, S |
| Magazines for Libraries. 4th ed.<br>Ed. by Bill Katz. Bowker. 1982. $75.00 | P, S, A |
| NICEM Indexes. (14 vols. covering all types of media). National Information Center for Educational Media. $30-60/vol. | P, S, A |
| Notable Children's Books.<br>1940-1970 ALA. 1977. $4.00<br>1971-1975 ALA. 1981. $4.00 | P, S |
| Public Library Catalog. 8th ed.<br>H. W. Wilson. 1984. $120.00 | P |
| The Read-Aloud Handbook..<br>by Jim Trelease. Penguin. 1982. paper $5.95 | P, S |
| The Readers Advisor: A layman's Guide to Literature. 3 vols.<br>Bowker. 1974-77. $120/set | P, S, A |
| Recommended Reference Books for Small and Medium-sized Libraries and Media Centers.<br>Ed. by Bohdan S. Wynar. Libraries Unlimited. 1983. $23.50 | P, S, A |
| Recommended Reference Books in Paperback.<br>by Mary DeVeny. Libraries Unlimited. 1981. $22.50 | P, S, A |
| Reference Books for Children.<br>Ed. by Carolyn Sue Peterson. Scarecrow. 1981. $13.50 | P, S |
| Reference Work in the Public Library.<br>by Rolland Stevens. Libraries Unlimited. 1983. $28.50 | P |
| Senior High School Library Catalog.<br>H. W. Wilson. 1982. $70.00 | S |

| | |
|---|---|
| Subject Guide to Books in Print 1983-84. 4 vols. Bowker. 1983. $110.00 | P, S, A |
| Publishers' catalogs/brochures | P, S, A |

PERIODICALS

| | |
|---|---|
| Booklist (ALA). $40/year | P, S, A |
| Bulletin of the Center for Children's Books (University of Chicago Press). $14/year | P, S |
| Choice (Choice, Middletown, CT). $60/year | P, A |
| Curriculum Review (Curriculum Advisory Service). $35/year | S |
| Horn Book Magazine (Horn Book, Boston, MA). $21/year | P, S |
| Instructional Innovator (AECT--Association for Educational Communication and Technology). $18/year | S |
| Interracial Books for Children Bulletin (Council on Interracial Books for Children, NY). $15/year | P, S |
| Kirkus Reviews (Kirkus Reviews, NY). from $45 to $170+/year | P, S, A |
| Landers Film Reviews (Landers Assoc.) $45/year | P, S, A |
| Library Journal (Bowker). $38/year | P, S, A |
| Media and Methods (American Society of Educators). $19/year | P, S |
| New York Times Book Review (New York Times). $18/year | P, S, A |
| Publisher's Weekly (Bowker). $51/year | P, S, A |
| Reference and Subscription Books Reviews Annual. (ALA). $20.00 | P, S, A |
| School Library Journal (Bowker). $32/year | S |
| Science Books and Films (AAAS). $17.50/year | P, S, A |
| School Media Quarterly (ALA). $15/year | S |
| School Library Journal (ALA). $15/year | S |

| | |
|---|---|
| *Teacher* (Marion, OH). $16.50/year | S |
| *Top of the News* (ALA). $15/year | P, S |
| *Vertical File Index* (H. W. Wilson). $22/year | P, S |
| *Wilson Library Bulletin* (H. W. Wilson). $17/year | P, S, A |

# Appendix
# to
# Chapter V

# Operating A Library

**Sec. 09.25.140. Confidentiality of library records.** (a) Except as provided in (b) of this section, the names, addresses, or other personal identifying information of people who have used materials made available to the public by a library shall be kept confidential, except upon court order, and are not subject to inspection under AS 09.25.110 or 09.25.120. This section applies to libraries operated by the state, a municipality, or a public school, including the University of Alaska.

(b) Records of a public elementary or secondary school library identifying a minor child shall be made available on request to a parent or guardian of that child. (§ 1 ch 35 SLA 1985)

# Appendix
# to
# Chapter VI

# Selection Policies

# SELECTION POLICY

## I. Purpose

The purpose of the Palmer Public Library is to provide residents of the Palmer and other residents of the Matanuska-Susitna Borough ready access to a broad collection of materials in a variety of media that record our knowledge, ideas and culture; to offer guidance and encouragement in their use; and to provide the community with access to reliable and easily available sources of information and reference.

Because of the volume of publishing as well as the limitations of budget and space, the library must have a selection policy with which to meet community interests and needs if it is to fulfill its objectives.

The Library Bill of Rights (Attachment #1) and the Freedom to Read Statement (Attachment #2) have been endorsed by the City of Palmer and are integral parts of this policy.

## II. Factors Affecting Selection

The Alaska State Library funds an interlibrary loan program that enables the Palmer Library to receive specialized and technical materials from large library systems throughout the United States.

The presence of the Mat-Su Community College circulates books to the general public, providing academic material for the community.

Because of these two available resources the Palmer Library can concentrate its collection development on materials likely to provide broad subject coverage and meet the interests and needs of larger segments of the public served.

## III. Responsibilities for Materials Selection

The ultimate responsibility for selection of materials rests with the head librarian, who operates within the framework of policies determined by the City of Palmer.

## IV. Selection of Materials - Criteria for Evaluation

Involved in the choice of materials are the knowledge of the staff selecting materials, their familiarity with the community, its needs, demands and other library resources, the existing collection, and the library's materials budget.

Materials are judged on the basis of the work as a whole, not on a part taken out of context. Reviews in professional journals are used in the selection process and are sought whenever possible. However, the lack of review or an unfavorable review shall not be the sole reason for rejecting a title which is in demand.

### A. Books (Criteria for Selection)

Non Fiction

1. Qualifications of author in subject field.
2. Scope and authority of subject matter.
3. Quality of writing.
4. Appeal.
5. Date of publication.
6. Reputation of publisher.
7. Organization of contents (indices, bibliographies, etc.).
8. Relationship to present collection.
9. Physical qualities (binding, print size, illustrations, etc.).
10. Price.

Fiction

1. Style.
2. Appeal
3. Quality of writing.
4. Relationship to collection.
5. Reputation of publisher.
6. Price.

### B. Reference Collection

Reference material is selected with the goal of satisfying the majority of the information needs within the community. Questions which fall beyond the limits of our collections are referred to larger libraries in Anchorage. Reference materials are evaluated by the following criteria:

1. Purpose.
2. Authority.
3. Scope.
4. Timeliness.
5. Format.
6. Suitability for intended patrons.
7. Price.

C. Alaska Collection

The Circulating Alaska Collection is intended to include all new materials on Alaska as they are published.

Selections for the Reserve Alaska Collection are evaluated by the following criteria:

1. Historical Information.
2. Authority.
3. All historical material available on the Matanuska-Susitna Borough to be included.
4. Price.

D. Other Print Materials

Selection of material for the Pamphlet file is based on its value as supplementary material to the book collections. Selection for pamphlets follows the same criteria as non-fiction books.

A well-balanced subject collection of periodicals is maintained as a current supplement to the book collection. Selection is based on appeal and demand, the accessibility of the title's contents through indices, the accuracy and objectivity of the editor and authors, and the preservation of a balanced viewpoint within the collection.

Requests for periodical articles that fall outside the scope of the collection may be filled through interlibrary loan.

The library actively encourages local, state and federal governments to contribute any state-related government document which contains public information. State department newsletters and local assembly and council meeting minutes are kept on file.

The library maintains a special collection of local history materials including a clipping file, publications of local organizations and schools. The library actively solicits material for this collection.

### E. Audio-Visual Materials

Currently a collection of cassette tapes is provided to patrons, both adults and children. New recordings of children's stories and music (classical, popular and western), old radio shows and literature are purchased based on:

1. The need for material based on current holdings and requests.
2. Quality of recording.
3. Budget.

### F. Materials for Children and Young Adults

In selecting books for children, the library's objective is to make available a collection which satisfies the informational, recreational, and cultural reading needs and potentials of children of preschool age through elementary school. Books are selected which meet the general demands of the majority of children along with special needs, talents, problems, or interests. Criteria for book selection are the same as for adult materials with the addition of vocabulary suitable to the age of the intended audience.

Young people (grades 7 through 12, approximately) will be served from the general collection but will also have access to materials specially selected to meet the informational, recreational and emotional concerns of this age group. The Young Adult collection will be fluid, flexible, current and attractive, containing materials which are (1) in demand, and (2) of special quality which will help young adults understand themselves and others, broaden their viewpoints and knowledge of the world, stimulate their curiosity, and expand both their reading ability and reading enjoyment. Emphasis will be on popular browsing materials, primarily paperbacks and periodicals, rather than on school-related materials. The selection criteria for young adult material will be the same as stated for books and other print material.

## V. Duplication

Inherent in the selection process is the problem of evaluating demand and need for duplication of material. A book in heavy demand should be duplicated if long use is anticipated. However, the library will not duplicate at the expense of the rest of the collection.

## VI. Discarding

Discarding is necessary to maintain a vital, useful, well-kept collection. It takes skill, care, time and knowledge of the materials to do a competent job of discarding. Selection of materials for discarding is based on the following criteria:

1. Materials worn out through use.
2. Ephemeral materials which are no longer timely.
3. Materials no longer considered accurate or factual.
4. Materials which have had little recent use and are of questionable value.
5. Excess copies of a title no longer in demand.

Replacement of material which is withdrawn is not automatic. The need for replacement is based on:

1. The number of duplicate copies.
2. Existence of adequate coverage of the subject in the collection.
3. Demand for the specific title or subject area.

In line with national standards, it is anticipated that approximately 5% of the book collection, between 5 and 10% of the pamphlet collection, and between 10 and 15% of the audio collection will be discarded annually.

Disposal of materials discarded from the collection is accomplished according to the following priorities:

1. Material which can be used, by another Matanuska-Susitna Borough tax-supported library first and then to other libraries, is made available to that library with all responsibility for transfer assumed by the receiving library.
2. Material which can be used by another tax-supported institution, not a library, is made available to that institution with all responsibility for transfer assumed by the receiving institution.
3. Materials which is of no interest to other libraries or other tax-supported institutions but which is judged by the library staff to have possible resale value is kept for the book sale.
4. Material unsuitable for transfer or sale is destroyed and thrown away.

## VII. Gifts

The policy of the Palmer Library is to encourage donations of materials, or gifts of money for the purchase of materials which meet the stated selection criteria.

The library accepts gift books with the understanding that those which would enrich the library collection will be retained and all others will be sold at the annual booksale or given to other libraries or institutions. Proceeds from the sale will be used to purchase new materials. In accordance with the selection criteria, out-of-date material, duplication of items for which additional copies are not needed, and materials in poor physical condition will not be added to the collection. The head librarian will make final decisions on the materials retained.

The library cannot make a commitment to keep any collection or group of books on a special shelf apart from other books in the library. The library by necessity reserves the right to intershelve gift books with other materials on the same subject.

Individual volumes may be marked with book plates identifying the donor.

Donors are encouraged to consult the head librarian in advance concerning donations of materials.

VIII. Reconsideration

The Palmer Public Library recognizes that many materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval, but solely on the basis of the principles stated in this selection policy.

Library materials will not be marked or identified to show approval or disapproval of their contents, and no library material will be sequestered, except to protect it from injury or theft.

Responsibility for the reading of children rests with their parents or their legal guardians. Selection of library material will not be inhibited by the possibility that books may come into the possession of children.

A. Complaints on library materials will:

1. Be handled in an informal manner (by the head librarian). The selection policy will be explained to the patron.
2. If the patron is not satisfied with the informal discussion, the head librarian will provide a "Materials Selection Inquiry" (see attachments #3) for the patron to fill out and return.
3. Upon receiving the "Inquiry" the head librarian will make a decision whether to retain the material or remove it.
4. The patron will be notified immediately of the recommendation and given full explanation of the decision. Information concerning the appeal process should be included as well.
5. If the patron is not satisfied with the recommendation from the head librarian he or she may file a written appeal to the Palmer City Manager.
6. Material in question will not be removed or restricted unless an official determination has been made to do so.

Attachment 3

# MATERIAL SELECTION INQUIRY

Complainant's Name ______________________________

Address ______________________________

Represents: __________Self __________Organization.
If complainant represents organization:
Name of Organization ______________________

Address of Organization ______________________

Person in Charge ______________________

(If objection is to material other than book, change wording of the following so that they apply.)

AUTHOR ______________________ PUBLISHER ______________________

TITLE ______________________ DATE ______________________

1. How did you learn of this book?
2. What are your objections to this book?
3. What harm do you feel might be the result of reading this book?
4. Did you read the entire book? If not, what parts did you read?
5. Is there anything worthwhile in the book?
6. Have you read any professional reviews of the book? If so, please list the names of critics and source of reviews.
7. What do you think were the main ideas of the book?
8. What do you think was the author's purpose in writing this book?
9. In view of the author's purpose would you say he/she has succeeded or failed?
10. What book with a similar purpose would you suggest in place of this book?

# Appendix
# to
# Chapter VII

# Programming

# Addresses

# ADDRESSES

Alaska Historical Society
524 W. 4th Avenue, Suite 207
Anchorage, AK 99501

Alaska Northwest Publishing Co.
130 2nd Avenue, South
Edmonds, WA 98020

Alaska State Film Library
650 W. International Airport Road
Anchorage, AK 99503
(907) 261-2976

Alaska State Library
P.O. Box G
Juneau, AK 99811
(907) 465-2910

Alaska State Museum
395 Whittier Street
Juneau, AK 99801
(907) 465-2901
(museum kits)

American Library Association
50 E. Huron Street
Chicago, IL 60611

Audiovisual Equipment Directory
International Communications
3150 Spring Street
Fairfax, VA 22031

Baker & Taylor, Paperback Parade
501 S. Gladiolus St.
Momence, IL 60954
(815) 472-2444

Alaska Native Language Center
Univ. of Alaska, 209 Eielson Bldg.
Fairbanks, AK 99775
(907) 474-7847

Alaska Pacific University Press
4101 University Drive
Anchorage, AK 99508

Alaska State Library
3600 Denali
Anchorage, AK 99503
(907) 561-1132

Alaska State Library
1215 Cowles Street
Fairbanks, AK 99701
(907) 452-2999

Alaskana Book Store
4617 Arctic Blvd.
Anchorage, AK 99503
(907) 561-1340
(Alaska books and out of print Alaska)

Audio Video Market Place
(See. R. R. Bowker for address)
(annual publication)

Baker & Taylor, Book Leasing System
Mt. Olive Road
Commerce, GA 30599
(404) 335-5000

Baker & Taylor, representative
(see Baker)

Baker & Taylor, Western Division
380 Edison Way
Reno, NV 89502
(702) 786-6700
(books, audio & video cassettes)

Book Cache
436 W. 5th Avenue
Anchorage, AK 99501
(907) 277-2723
(mail order 276-6035)

Bookmen, Inc.
525 N. Third Street
Minneapolis, MN 55401
(612) 341-3333
(paperbacks, catalogs & lists)

Brewis, Fred (Follet representative)
10714 Lakeside Avenue. N.E.
Seattle, WA 98125
(206) 363-8827

Brodart representative
(see Erlich)

Catalog Card Corp. of America
1300 E. 115th Street
Burnsville, MN 55337
(612) 894-5770

Children's Book Council
67 Irving Place
New York, NY 10003
(212) 254-2666
(promotional materials, Children's Book Week, CBC Features with one time fee)

College Place Bindery
15 S.E. Third Street
College Place, WA 99324
(509) 529-4220

Copyright Office
Library of Congress
Washington, D.C. 20559

Baker, Phyllis (B & T repres.)
380 Edison Way
Reno, NV 89502
(702) 786-6700

Book Cache
University Mall
Fairbanks, AK 99701
(907) 479-6727

Bower's Office Products
2175 University Avenue South
Fairbanks, AK 99709
(907) 479-6264
(microfiche readers, office equipment)

Brodart, Inc.
1609 Memorial Avenue
Williamsport, PA 17705
(717) 326-2461

Brodart Western Division
1236 South Hatcher Street
City of Industry, CA 91748

Center for Applied Resources in Education
(see Toors in index)

Children's Services
Fairbanks North Star Borough Library
1215 Cowles Street
Fairbanks, Alaska 99701
(reading club materials)

Cooperative Extension Service
Eielson Bldg., Univ. of Alaska
Fairbanks, AK 99775
(907) 474-6351 (purchasing)

Delaware County Children's Services
County Coordinator of Library Services
Delaware County Court House
Media, PA 19063
(summer reading club materials)

Demco
P.O. Box 7767
Fresno, CA 93747
(library supplies, furniture, equipment)

EBSCO
P.O. Box 4069
Burlingame, CA 94010
(415) 697-6826
(subscription agency, periodicals, newspapers)

Ebsco representative
(see Johnson)

Education Record & Tape Distributor
P.O. Box 408
Freeport, NY 11520
(Phonorecords, audiocassettes, kits)

Erlich, Harvey (Brodart Repres.)
11260 Overland Avenue. #11A
Culver City, CA 90230
(213) 559-6567

F. W. Faxon Company, Inc.
15 Southwest Park
Westwood, MA 02090
(714) 673-9404
(subscription agency, periodicals, newspapers; requires minimum of 20 titles)

Faxon representative
(see Hurley)

Follett Library Book Co.
4506 Northwest Highway
Crystal Lake, IL 60014
(815) 455-1100
(books, K-12)

Follet sales representative
(see Brewis)

Gaylord Brothers, Inc.
P.O. Box 8489
Stockton, CA 95208
(209) 466-2576
(library supplies, furniture, equipment)

Hawaii Library Binding Services
1316 Mookaula Street
Honolulu, HI 96817
(808) 841-4877
(binding books, periodicals, and fine binding)

Hertzberg Bindery
3639 South "G" Street
Tacoma, WA 98408
(206) 474-9925
(binding books, periodicals)

Highsmith Co., Inc.
P.O. Box 800
Fort Atkinson, WI 53538
(library & school supplies, equipment)

Hurley, Jamie (Faxon repres.)
San Francisco, CA
(415) 441-8234

Johnson, Ben (Ebsco repres.)
P.O. Box 4069
Burlingame, CA 94010
(415) 697-6826

Library of Congress
Cat. Dist. Svc., Libry. of Congress
Washington, D.C. 20541
(catalog card sets)

Materials Development Center
2223 Spenard Road
Anchorage, AK 99503
(Alaska materials)

Mattilla, Robert, Bookseller
P.O. Box 4040 Pioneer Sq. Station
Seattle, WA 98104
(206) 622-9455
(out of print Alaska books)

McNaughton Book Service (Brodart)
P.O. Box 3006
Williamsport, PA 17705
(717) 326-2461
(book leasing program, paperback purchase plan)

New Schwann Record & Tape Guide
P.O. Box 41094, Dept. A20001
Nashville, TN 37205
(lists available phonorecords & audiocassettes of all producers)

NVS Systems, Inc.
8300 King Street
Anchorage, AK 99518
(907) 349-3523
(video equipment & repair)

Office Place
3150 C Street
Anchorage, AK 99501
(907) 561-5255
(microfiche readers, office supplies, equipment, furniture)

Office Place
511 Gaffney Road
Fairbanks, AK 99701
(907) 452-1147
(microfiche readers, office supplies, equipment, furniture)

Oklahoma Dept. of Libraries
200 N.E. 18th Street
Oklahoma City, OK 73105
(summer reading club materials)

Perma Bound
Vandalia Road
Jacksonville, IL 62650
(prebound paperbacks)

Pictures, Inc.
811 W. 8th Avenue
Anchorage, AK 99501-3495
(907) 279-1515
(audiovisual equipment, repair, software, etc.)

Robert Mattila (see Mattilla)
(out of print Alaska books)

Specialized Service & Supply Co.
321 Bank Avenue
Cincinnati, OH 45217
(processing kits for media)

State Library of Iowa
Office of Library Development
Historical Building
Des Moines, Iowa 50319
(summer reading club materials)

State of Vermont
Children's Services Consultant
Dept. of Libraries
Montpelier, VT 05602
(summer reading club materials)

State of Wisconsin
Division of Library Services
126 Langdon Street
Madison, WI 53702
(summer reading club materials)

Texas State Library
Box 12927, Capitol Station
Austin, TX 78711
(summer reading club materials)

University Microforms, Serials P.O.
Dept.
300 N. Zeeb Road
Ann Arbor, MI 48106
(313) 761-4700
(periodicals & newspapers in
microfiche & microfilm)

University of Alaska Bookstore
Constitution Hall, Univ. of Alaska
Fairbanks, AK 99775
(907) 474-6858
(Alaska materials)

UPSTART
P.O. Box 889
Haggerstown, MD 21740
(301) 797-9689
(promotional items, reading
club materials)

University of Alaska Bookstore
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1151
(Alaska materials)

University of Alaska Museum
University of Alaska
Fairbanks, AK 99775
(907) 474-7505
(Alaska materials)

Weston Woods
Weston, CT 06883
(203) 226-3355
(children's books with filmstrips,
audiocassettes, videocassettes,
films)

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